DOCUMENT RESUME

ED 066 584 VT 016 448

TITLE	Comprehensive Vocational Guidance Program for Model Cities. Interim Report.
INSTITUTION	Indianapolis Public Schools, Ind.
SPONS AGENCY	Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	14 Jan 72
CONTRACT	OEC-0-71-0683(361)
NOTE	174p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Career Education; Counselors; *Developmental Programs; Disadvantaged Youth; Elementary Grades; *Guidance Programs; Job Skills; Occupational Guidance; Program Evaluation; Secondary Grades; Self Concept; *Vocational Counseling; *Vocational Development; Vocational Education
IDENTIFIERS	Career Awareness; Employment Skills

ABSTRACT

The purpose of this project was to develop a comprehensive vocational guidance program which would: (1) expose students to a wide range of vocational experiences, (2) upgrade the self-image of disadvantaged students, (3) increase the vocational awareness of students, educators, and community members, and (4) provide students with employable skills prior to termination of their education. During the first year of operation, the following accomplishments were achieved: (1) Counselors are working in elementary and junior high schools which never had the services of a counseling program, (2) Students are able to see vocational opportunities first hand and observe people actually working, (3) Parents more readily accept vocational education along with academic education, (4) Students are more aware of vocational classes, are able to make wiser educational decisions, and are more aware of the need for at least a high school education, and (5) Administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program. The activities leading to these accomplishments are discussed, and sample curriculum materials are appended. (SB)

ED 066584

INTERIM REPORT

Project No. 1-361-0165
Contract No. OEC-0-71-0683(361)

Comprehensive Vocational Guidance Program for Model Cities

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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January 14, 1972

VT016448

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The project reported herein was performed pursuant to a Contract No. OEC-0-71-0683(361) with the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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January 14, 1972

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5. Summary of the Report:

(a) Time period covered by the report: January 15, 1971 to January 14, 1972

(b) Goals and objectives of the project

To develop a comprehensive vocational guidance program for pupils enrolled in the public schools. Strong emphasis is placed on general understanding of the world of work by pupils prior to high school enrollment.

To provide practical exposure to a wide range of vocational experiences.

To instill in high school counselors a better understanding of the total spectrum of jobs in the world of work to better equip them to counsel pupils concerning employment.
To provide continuous vocational guidance for all pupils including identified special education students.

To up-grade the self-image of disadvantaged students in an attempt to have each individual make a worthwhile adjustment to adult society and the world of work.

To increase the vocational awareness of pupils, educators, and community members which will raise the enrollment in vocational areas.

To provide employable skills for all pupils prior to the termination of their education.

(c) Procedures followed

The Comprehensive Vocational Guidance Program for Model Cities started on February 1, 1971 with the hiring of seven vocational guidance consultants, one director of the Occupational Preparation Program, one counselor, and two teachers for the Occupational Preparation Program.

Included in the program are ten Title I elementary guidance counselors and eleven junior high counselors from the regular budget.

The seven vocational guidance consultants, prior to the start of the Comprehensive Vocational Guidance Program for Model Cities, were Title I elementary guidance counselors, and they were assigned to one elementary school K-6 or K-8 in the inner city. With the background of teaching occupational information and working in industry during the summer, they were transferred into the Comprehensive Guidance Program for Model Cities.

The eleven junior high counselors had previously been assigned to one of the eleven high schools programming eighth grade students who would feed into that particular high school. The administration felt that it would be better if the junior high counselors were not associated with one particular high school, but would represent all of the high schools. Consequently, they were assigned to four different junior highs covering the entire school district.

In February 1971, the eleven junior high counselors were made a part of the Comprehensive Vocational Guidance Program, so that now there are ten Title I elementary counselors and eighteen junior high counselors covering the entire school district in the seventh and eighth grades.

The first week in February all twenty-eight counselors attended an in-service workshop to plan, program, orientate, and assign counselors to schools in which they would be working. After counselors were assigned, they held in-service training sessions with the administration, faculty, and parents in schools to which they had been assigned.

The Occupational Preparation Program at Arsenal Technical High School was started February 1, 1971 in conjunction with the Comprehensive Vocational Guidance Program for Model Cities.

One director, one counselor, two vocational teachers, and two teachers from the regular budget helped to staff the Occupational Preparation Program.

The program was organized along the lines of a corporation, composed of production industries, service industries, the business and accounting areas, and a retail outlet.

After a student is accepted into the program, he fills out an application form similar to the one he might find in employment offices. An attempt is made to place him in the corporation according to information obtained from this application. Instructions for the most part are given individually. The teacher-student ratio does not exceed one to fifteen. Students can be transferred from one area to another, if there are vacancies and if approved by the counselor.

The student is in this program for a half day. For approximately half of that time, he is at his assigned work station; one fourth is in related technical or demonstration work; and one fourth in in-service training. The other half day is spent in regular school subjects.

Regular school subjects to be taken are selected with the cooperation of the occupational preparation counselor.

Students can be transferred into the program at any time during the semester, and they can return to the regular classes at any time they see a need to continue with their academic studies. For those who return to regular classes, it is advisable that a cooperative work study program be planned with local industry. Three credits can be earned in the Occupational Preparation Program and they can be applied toward graduation. An additional award is the sharing of the profits of the store.

The prime objective of the total program is to identify the potential drop-out, boy or girl, at the eighth, ninth, and tenth grade level. This is done by the junior high counselor and high school counselor. They, in turn, work with the occupational preparation counselor to interest the student in continuing an education that will better prepare him for the world of work.

The program is built around a typical corporate structure, including several production and service industries, and a managerial and sales organization. An in-service training program will help them with communications, math and social problems which might arise.

The summer phase of the Comprehensive Vocational Guidance Program for Model Cities consisted of two separate parts. One, the seventh grade vocational exploratory program, and two, the high school counselors visiting local business and industry.

The seventh grade vocational exploratory program was for only seventh grade students who would enter the eighth grade the following fall. It would help to expose them to a variety of vocational activities which would acquaint them with the various vocational opportunities available in high school. This summer experience should have helped them make wiser high school course selections when they enrolled for high school during their eighth grade school year.

The summer program utilized eight vocational guidance consultants and sixteen vocational teachers. Each consultant was responsible for 50-60 pupils who were comprised of two separate classes of 25-30 pupils each for a total pupil enrollment of approximately 400 pupils.

Each class of pupils was presented introductory lessons each day by the consultants/teachers in formal classroom activities. The lessons were designed to provide vocational information to the pupils. Information included the various levels of a particular vocation (e.g., machinist, draftsman, tool and die maker, engineer), the benefits from that vocation, and the advantages and disadvantages of the vocation. In addition, guest speakers and visual aids were utilized to provide information to the students. The classroom lessons were held for 30 minutes each day.

After the classroom session, the class was taken to a vocationally oriented classroom where they were given practical experience and information in a particular vocation.

A field trip to a local business or industry employing persons possessing the skills to which the pupils were exposed was planned each week.

Eleven high school counselors, one from each of the high schools, visited business and industry for a six-week period during the summer.

Most high school counselors are not presently familiar with vocational opportunities and employment practices, and exert most of their efforts toward counseling pupils for further education. This program helped to train the high school counselor in vocational practices so that they are better able to counsel students in the world of work and opportunities in our local business and industry.

(d) Results, accomplishments

1. Counselors are working in elementary and junior high schools which never had the services of a counseling program before.
2. Administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program.
3. Teachers for the first time see how to apply the world of work to the subject areas they are teaching and how to make it more meaningful to students.
4. Students have found someone they can talk over their problems with and they also learn more about the world of work and opportunities in our community.
5. Students are able to see first hand vocational opportunities in our community and to observe people actually working at jobs that they themselves are interested in doing someday.
6. Parents are more ready to accept vocational education along with academic education, as it is just as important.
7. Students are more aware of what is available in the high schools in the way of vocational classes.
8. Students are able to make a wiser decision in high school course selection in the eighth grade.
9. Students are more aware of the need for at least a high school education.

10. Vocational classes in the Occupational Preparation Program have helped some of the students see a purpose and need for going to school.

11. Students in the Occupational Preparation Program have been successful for the first time in their lives in making passing grades.

(e) Evaluation

A third party evaluation team consisting of a four man board, two counselor educators, one vocational educator, and one representative from local industry have been contracted to evaluate the project.

The evaluation proves a distinct impact upon raising the level of morale, improving attitude, and intensifying the motivational level of those students who were included within the project.

(f) Conclusions and Recommendations

The Occupational Preparation Program at Arsenal Technical High School seems to be doing the job for a large percent of those enrolled. However, it is only a drop in the bucket for all the many needs of the large enrollment at Tech. The project needs to be expanded if at all possible.

The junior high and elementary counselors are doing an outstanding job with students and with teachers who have been assigned guidance classes. They seem to be getting a lot done considering the tremendous overload they carry, particularly at the junior high school level.

The summer vocational exploratory program for seventh graders was very successful. However, with the limitation of students who could take part in the program and the number who wanted to be included shows a need for expanding the program next year.

6. Body of the report: Problem area

(a) The problem area toward which the project was directed, was to develop a Comprehensive Vocational Guidance Program for Model Cities area youth. The program will attempt to develop vocational experiences for both youth presently enrolled in school and for those who are no longer enrolled in school. The following aspects of the program are included:

1. A basic elementary (grade K-6) guidance program was expanded to expose pupils to experiences which are designed to build a strong self-image. In addition, the value of education and vocational experiences was to be introduced.

2. A junior high school (grade 7-8) program to be developed which will expose pupils to occupational orientation experiences. The program will utilize visual aids, guest speakers, and field trips to industry and to high schools having vocational training facilities. In addition, pupils are to be provided an opportunity to enroll in summer school where they may make practical application in vocational areas. Pupils enrolled in special education classes are also included.

3. The coordination of a pupil's transition between junior and senior high school to be accomplished by the utilization of a trained counselor who will have training in vocational education.

4. Each pupil enrolled in high school is to have available the services of a trained vocational counselor in addition to the existing counseling services. This counselor will be able to provide educational and vocational information pertaining to all levels of employment.

5. The program proposes an Occupational Preparation Program designed to provide skills to the potential drop-out. This phase of the project is to include a cooperative program with local business and industry. The program is flexible to adjust to the needs of the pupils enrolled and is structured to provide for full time employment or for the pupil to return to the regular school program.

6. The unemployed out-of-school youth will be provided educational and vocational experiences utilizing the present evening division of the public schools. The Model Cities recruiters will be used in the identification and placement process.

In utilizing the existing educational program as a foundation, this program attempts to incorporate additional educational processes which will better meet the educational and vocational aspirations of youth who reside within the Model Cities and fringe areas. The program will reach all youth throughout their school career terminating only when youth have received an educational or vocational background which will provide them with employable potentialities.

(a) The Indianapolis Public Schools are presently equipped to train both youth and adults in many vocational areas (Appendix A). The school district maintains vocational facilities at three high schools (out of 11 high schools). However, pupils do not presently display a high degree of enthusiasm or interest in vocational areas. It is generally believed that the primary reason for low enrollment in vocational areas is the lack of exposure to vocational opportunities prior to a pupil's enrollment in high school. This program proposes to provide pupils with vocational exposure by providing a vocational guidance experience while the pupil is enrolled in the public schools. Such exposure should better prepare pupils to make wiser selection of high school subjects when they enroll in high school. In addition, this program will provide short-term courses of instruction in employable skills for those pupils who decide to terminate their formal education prior to high school graduation. Those youths and adults who have already left school will be encouraged to return to school to obtain employable skills through utilization of the opportunities already in existence through the evening division.

(b) The Indianapolis Public Schools already have an up-to-date file of vocational opportunities and job requirements in the Indianapolis area. This file was produced by vocational counselors who visited over eighty local business and industrial firms over a period of three years. Each high school has an available file and contact is maintained with the personnel director of the various firms.

This program will utilize previously trained vocational consultants who have visited local firms and who are already known to personnel directors and other members of the management team. In addition, these consultants are in close contact with the United States Employment Service, the Flanner House Vocational Agency, the Indiana Department of Vocational Rehabilitation, and Indiana office of Apprenticeship Information Center. The previous experience of the vocational consultants with these agencies should prove to be useful in employment placement. These consultants will also be utilized by the In-Service Training Division of the schools to provide information and training concerning employment to counselors and other selected staff members in the schools.

(c) It should be noted that the population under consideration represents the youth with the greatest academic and social handicaps. Because of this, the program will utilize accepted guidance activities to not only orient pupils to vocational opportunities but to also aid each individual in upgrading his self-image to the point where he believes he has the personal attributes to attain success in society. Activities of this nature are already in existence in the elementary schools, but attempts will be made to strengthen existing programs at the seventh and eighth grade levels through the use of vocational consultants.

The vocational information presented to the pupils will not be restricted to low level jobs but will provide information concerning semi-skilled, skilled, technical and professional opportunities. It is anticipated that by raising the aspirations of youth at an early point in the educational process, many of the youth who now drop out of school will not only remain in school but will attend technical schools and/or universities to obtain special training in the professions. This program thus attempts to not only provide skills for the drop-out but to also provide experiences which will meet the needs of all youth regardless of the goals which they aspire to attain. (See original proposal (p. 3-6.)

6. Body of the report: Related literature

There appears to be a dearth of basic research focusing upon vocational preparation. Because of this lack of empirical research, it is impossible to say exactly how vocational choices are made. Norris (1) suggests that authorities seem to agree on the following points:

1. The selection of a vocation is not a single choice, instead it is a process that usually takes place over a number of years.

2. As the child advances from early childhood to adolescence, his vocational choices tend to become more realistic. The youngster evaluates his strengths and interests in terms of the educational and vocational opportunities open to him.

3. Vocational selection is a part of one's life adjustment from early childhood to adulthood. In line with these points, vocational guidance in the public schools should be presented to all levels of instruction. Naturally, the material presented would be adapted to the needs of each age group.

There are, however, many vocational guidance programs being conducted at the elementary, junior high, and high school level. Most of these seem to be successful for the particular group of pupils being served but evaluations are subjective instead of objective in nature.

Bank (2) describes an elementary school program in Detroit utilizing vocational role models. The program utilizes drawings, paragraph writing, visual aid presentations, field trips, and guest speakers at various grade levels. The implications of the program are: vocational role models can serve as a stimulus whereby elementary school students can learn about different types of job families which correspond to developmental curriculum areas; a means of involving students, teachers, parents, and community in helping to vitalize career information; and for students to broaden their perception in a meaningful, realistic, and personalized fashion.

Occupational orientation programs which begin early in life and continue through school affords an individual opportunity to appraise himself, to recognize the many career choices available, and to understand the process and end result of occupational decision-making. This statement reinforces the above described program and is endorsed by others. (3), (4), (5), (6), (7), (8).

Sloan (9) in summarizing current literature pertaining to orientation approaches to increased student awareness of occupational options, suggested a need for the following:

1. Students need a wide range of activities which offer ways of testing the self and achieving identity. Then, the student can begin to relate his self-concept to various occupational role expectations.

2. Students need to understand career development as a process over which the individual has control. In contrast, students often see outside influences as controlling their life patterns.

3. Effective career explorations is action-oriented. It emerges from questions important to the student, relates to his goals and values, and involves him in personal interaction. It may offer opportunities to see what a job feels like; to place one's self in particular occupational tasks.

4. There is a need to consider the aspects which influence career choice. Research indicates four sectors which most people consider:

    a. intrinsic features of the work task
    b. extrinsic rewards of the occupation
    c. extra-role considerations
    d. the perceived feasibility of occupational goals

5. Valuable vocational experiences are inherent in most classroom activities. For example, skill in inter-personal relations and decision-making ability can be emphasized as important vocational learnings.

6. Early orientation should stress wide ranging exploration with emphasis on the many jobs for which each person is suited.

7. Parents play a major role in vocational development and are often the primary source of occupational information to a child. This suggests the importance of including parents in occupational orientation programs.

In one program for school alienated youth, 96 percent of the enrollees were working to the complete satisfaction of their employers. In a

Michigan follow-up study of cooperative education trainees, 1 percent were unemployed, 40 percent were continuing their education, and over 50 percent were still employed in the cooperative firm where they received training. The students were generally above average. Cooperative education in distributive education increased student test scores on sales comprehension over a class taught by the project method but failed to show any increased contribution in economic understanding. (10)

The Boston Public Schools (11) have operated a vocational program since 1962 which is designed to prepare high school youth for employment. Potential drop-outs are removed from their regular school program and placed in vocational experiences which permits 80% of the school day to be spent in shop activities and 20% devoted to basic core education. Absences and tardiness are practically unknown and employers have high praise for the work habits of the graduates of this program.

Fores and Olsen (12) conducted a study to investigate the level of offupational aspiration in eighth graders in an effort to determine if they are ready to choose a high school curriculum which will contribute toward their adult occupational goals. A comparison of the level of occupational aspirations of eighth grade pupils and the level of occupational aspirations of eleventh and twelfth grade pupils was made utilizing the occupational aspiration scale developed by Haller. (13)

(b) Goals and objectives of the project

1. To assist the pupils in broadening their understanding of and their natural curiosity about the world of work and specific occupational areas.

   a. Elementary (K-6) guidance counselors and teachers are helping students broaden their understanding of the world of work by having guest speakers, showing films and filmstrips, going on field trips, and obtaining literature at their level of understanding, to make them more aware of the world of work.

   b. The (7-8 grade) counselors and teachers are helping students become aware of the world of work by having guest speakers from business and industry, taking field trips to business and industry in the community, showing films and filmstrips, using the S.R.A. kits on jobs, the use of current literature about the world of work, and having individual and group discussions on the world of work.

2. To encourage pupils to make realistic self-appraisals by examining what they believe to be their interests and abilities in relation to what their past school experiences tell about them, and to assist them to develop aspirational levels that will result in educational and career commitments consistent with such interests and abilities.

    a. Elementary and junior high counselors give each student, at the beginning of the school year, a guidance information sheet and an autobiography sheet (Appendix B) in order to gain information from students about their interests and abilities. With the information sheets and school records counselors are better able to help students individually make a more realistic career commitment consistent with such interests and abilities.

3. To assist pupils in gaining a greater understanding of high school course sequence, specific courses, cooperative work study programs, and the relationship of these sequences, courses, and work study programs to ultimate occupational choices.

    a. Each junior high counselor takes every eighth grade student on a field trip to the high school which they will attend, in order for the student to become familiar with what is available in high school.

    b. Counselors and teachers in group guidance classes present each subject that is available to them and advise how each subject can lead to a specific job or jobs.

    c. Guidance counselors through individual conferences with each student and parent help students make out their ninth grade program according to their interests, abilities, and school records in order to make a more realistic occupational choice.

    d. Seventh grade students spend six weeks in a summer school vocational exploratory program at Arsenal Technical High School in an on hand vocational experience. Hopefully, this will help them make a more realistic occupational choice when they are ready to make out their high school program in the eighth grade.

    e. High School counselors spend six weeks in various businesses and industry during the summer in order to gain information about the world of work and to determine what business and industry is looking for in hiring new employees. Counselors then pass this information on to students through occupational information classes and individual conferences so students can better prepare themselves in class and vocational selection in order to meet their career choice.

4. To assist pupils in broadening their understanding of personal attributes sought by places of business by taking pupils on field trips into these businesses and factories and talking with workers, personnel officials, etc.

   a. Guidance counselors (K-8) take students on as many field trips to business and industry in our community that time will permit, in order for students to see and talk with workers and personnel officials. This helps to broaden their understanding about the world of work as well as to find out what business and industry requires of new employees and what the outlook is for job opportunities in the future in our community.

   b. Guidance counselors have guest speakers from business and industry come into the classroom to talk to students about what business and industry are looking for in hiring workers, such as attitudes, school records, attendance, grades, interests, and abilities, and how much education is needed for each job.

5. To assist pupils in learning about the various post-high school vocational training facilities and their offering in the Indianapolis area.

   a. Junior high and high school counselors either take field trips with students to the various training facilities or have representatives from the various training facilities come to the schools and talk with students about the opportunities at each facility. Pamphlets and literature are gathered by the counselor and distributed to the students about each post-high school vocational training facility in the Indianapolis area.

6. Junior high (7-8) grade counselors and teachers give students on hand experience in order for students to learn the dignity of working with one's hands and developing a wholesome attitude toward all jobs by the following means:

   a. Every seventh and eighth grade boy and girl will take two years of Industrial Arts and Home Economics.

   b. Seventh graders have an opportunity to attend the summer school vocational exploratory program.

   c. Counselors and teachers conduct group guidance classes to discuss all types of jobs and their importance.

d. Counselors have individual conferences with students to talk about specific jobs they are interested in and how important it is to work with one's hands.

e. Counselors show films and filmstrips on all types of jobs to show how each job is as important as the next one.

f. Counselors take students on field trips to business and industry where students can actually see people working at various jobs using their hands.

7. To encourage pupils to develop good habits of attendance, punctuality, neatness in work, etc. as training for future employment experiences and for becoming productive members of society and good citizens in the community.

a. The elementary (K-6) counselors and teachers help students develop good habits of attendance, punctuality, neatness, and to become good citizens in the community by the following means:

(1) Counselors have developed lesson plans to give to teachers who have been assigned guidance classes on personal habits, attendance, punctuality, etc. which are traits desired by business and industry when hiring employees.

(2) By showing students how important it is to form good habits now, and how it will help them get the kind of job they want later.

(3) By having teachers discuss in class the reason for being in classes and school on time and every day.

(4) Counselors have individual conferences with students who have poor attendance records in order to show them why they should change.

(5) Counselors and teachers show films and filmstrips on why students need to have good attendance, good personal habits, and punctuality.

(6) Guest speakers from business and industry talk to students as to why they look for workers with good attendance, punctuality, and good personal habits.

b. Junior high counselors and teachers build in more depth on what the students have had (K-6) in the following ways:

(1) Teachers and counselors spend at least three class periods going over student's records and explain why they are so important in connection with getting a job.

(2) Individual conferences are held with students who have poor attendance records, poor punctuality, or poor personal habits.

(3) Counselors and teachers show how each subject relates to a specific job and why it is necessary that they should be neat in their work.

(4) Guest speakers are brought in to show what business and industry expect out of employees in order to do their job, or what they look for in hiring new employees.

8. To work in close cooperation with all school personnel, community social agencies, and local business and industry.

   a. All counselors (K-12) have been involved in in-service workshops to better understand how to work with school personnel, community social agencies, and local business and industry.

   b. All counselors (K-8) have given in-service training to all of the school personnel in the schools to which they have been assigned.

   c. Counselors have visited community social agencies and local business and industrial firms to become better acquainted with the services they have to offer and how they can help one another more effectively.

9. To instill in each pupil the desire to pursue educational objectives to the ultimate of their ability, with high school graduation a necessity.

   a. Counselors and teachers who have been assigned guidance classes are constantly showing students why they need at least a high school education through the following means:

      (1) Using S.R.A. kit or other literature on job requirements.

      (2) Want ads in the newspaper.

      (3) Films and filmstrips on job requirements.

(4) Guest speakers from local business and industry outlining their requirements for hiring new employees.

(5) Field trips to business and industry to talk to personnel managers.

(6) Parents to talk to students about how much harder it is to get a job today without a high school education than when they were in school.

(7) Individual and group conferences with students on job requirements.

(8) To show students the more education the better jobs available with more pay.

10. To familiarize the pupils with the role of the counselor in their future vocational and educational development.

    a. Counselors (K-8) have visited every classroom in the schools to which they have been assigned at the beginning of the year to let students know who they are and how they can help them.

    b. Counselors also let students know that they are not disciplinarians. Information given to them is confidential and will not be released without the consent of the student.

    c. Counselors tell students about field trips and guest speakers they will be having during the year. They also advise the students how they can assist them in finding jobs through the connections they have had with business and industry.

    d. Counselors help the child become a "whole child" mentally, physically, emotionally, and socially to learn more about the world of work.

11. To provide all pupils with employable skills prior to their leaving school.

    a. Elementary counselors (K-6) have given students an opportunity to become aware of the world of work.

    b. Junior high (708) counselors have given each student an opportunity to explore the world of work through on hand experience in the summer program or through the industrial arts program.

c. Junior high counselors have helped students make out their high school program and make sure students are placed in areas best suited for them so they will be prepared to get a job after leaving school.

d. High school counselors follow the students through courses they have chosen, or help the student change in another direction so they can become employable after leaving school.

e. High school counselors help students find part time work or help them get into cooperative work study programs to better prepare them for a job when leaving school.

f. Junior high and high school counselors work very closely together in placing students in the right program so they will be prepared for work. If a student should want to quit before finishing high school, then the junior high and high school counselor work closely together to see that the student is placed in the Occupational Preparation Program at Arsenal Technical High School so the student will have a skill to be employed.

(c) Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

The Comprehensive Vocational Guidance Program for Model Cities started on February 1, 1971 with the hiring of seven vocational guidance consultants, one director of the Occupational Preparation Program, one counselor, and two teachers for the Occupational Preparation Program at Arsenal Technical High School.

Included in the program are ten Title I elementary guidance counselors and eleven junior high counselors from the regular budget.

The seven vocational guidance consultants, prior to the start of the Comprehensive Vocational Guidance Program for Model Cities, were Title I elementary guidance counselors. They were assigned to one elementary school K-6 or K-8 in the inner city, with the background of teaching occupational information and working in industry during the summer. They were transferred into the Comprehensive Guidance Program for Model Cities.

The eleven junior high counselors had previously been assigned to one of the eleven high schools programming eighth grade students who would feed into that particular high school. The administration felt that it would be better if the junior high counselors were not associated with one particular high school, but would represent all of the high schools. Consequently, each counselor was assigned four different junior highs which covered the entire school district.

In February 1971, the eleven junior high counselors were made a part of the Comprehensive Vocational Guidance Program so that now there are ten Title I elementary counselors and eighteen junior high counselors covering the entire school district in the seventh and eighth grades.

Elementary Guidance. The ten Title I elementary counselors have been assigned to one individual school K-6 or K-8 in the Model Cities area and inner city full time. The total enrollment for the ten elementary schools which the counselors have been assigned is 4,809 students with a ratio of one counselor per 480.9 students.

The elementary counselors turn in a monthly report of their activities (Appendix B). The following is a brief summary of the elementary counselors activities for approximately a years' time:

1. Number of individual conferences - 5,679
2. Number of teacher conferences - 904
3. Number of social worker conferences - 231
4. Number of parent conferences - 192
5. Other conferences - 353
6. Number of teacher referrals - 1,251
7. Number of self-referrals - 1,830
8. Other referrals - 558
9. Number of class presentations - 874
10. Number of group meetings - 368
11. Number of guest speakers - 24
12. Number of field trips - 61
13. Number of P.T.A. presentations - 12
14. In-service training with teachers - 16
15. Number of filmstrips or films shown - 253

Prior to the beginning of the school year, a two-day in-service workshop was held for the elementary counselors to go over the plans and assignments. Each counselor was given a packet of materials to be used in helping teachers who had been assigned guidance classes, or to work in their regular subject area.

At the beginning of each semester, elementary counselors have met with the administration and faculty of the schools to which they have been assigned. They hold an in-service workshop to explain their role in the school, to present their ideas, and to receive ideas from the faculty on how to to help the students K-6 with career awareness.

The following are things the elementary counselors are doing for students K-6 to become aware of vocational opportunities:

Counselors have arranged for guest speakers from business and industry (Appendix C) to come into classes and talk to students about their occupation. For example, if they are studying about teeth in their health class, a local dentist comes in as guest speaker, along with the tools he uses and a portable dental chair. The students have an opportunity to sit in the chair, put a bib around each others neck, put on masks, and pretend they are dentists or dental assistants; also, they have an opportunity to handel the various tools a dentist uses as he tells them what each is used for. He also explains why dentists are needed and why the teeth should be taken care of.

Guest speakers are generally invited to talk to students to fit the subject that is being taught, so that subject matter and job will have more meaning. As many guest speakers as possible are used during the year in order to give children K-6 as many opportunities as possible to become aware of a wide variety of occupations.

Counselors arrange field trips for students (Appendix D) and also accompany them on field trips. Again, this is to make children aware of more occupations, to actually see people working, to see different machinery and tools, and also to talk to people working at the various jobs.

Field trips are arranged to follow a guest speaker in order to broaden the students' understanding of the world of work, or to fit into the lesson they are studying.

Counselors will give class presentations upon the request of a teacher, administrator or students. The topics discussed can vary depending upon the need of the students at that time. For example:

1. Attendance and tardiness
2. Rules and regulations of the school
3. Personal health habits in relation to a job
4. Safety in school and in relation to a job
5. Making good grades in regard to getting a job
6. Children request knowledge about certain jobs
7. Attitudes, interests, and hobbies
8. Getting along with other people
9. Educational films and filmstrips (Appendix D) are shown
10. Other materials (Appendix E) are presented

Counselors have individual and group conferences with students through referrals from teachers, administrators, social workers, or self-referrals from students. Through individual and group conferences, counselors try to attain the following goals:

1. Develop a realistic self-image, including an awareness and acceptance of his or her capabilities and limitations, and the self-confidence that will permit him to achieve maximum self-realization in terms of his or her potential.

2. Develop an awareness of and respect and concern for other groups and individuals.

3. Develop the abilities required to identify desirable and realistic goals and set priorities.

4. Learn to control his own actions in line with his goals and to join with others in establishing and maintaining guidelines for behavior of the group.

5. Learn to accept disappointments and frustrations and to work toward their resolution or solution.

6. Encourage and accept the honest expression of ideas and feelings.

7. Be capable of drawing his own conclusions, deferring decisions until the best evidence is available and allowing others the same privilege.

8. Incorporate into his life pattern the elements of Freedom's Code.

Elementary counselors meet regularly with the junior high counselors to go over ideas and exchange ideas of tieing in the K-6 awareness to the 7-8 exploratory program. The elementary counselors also have the junior high counselor from the feeder school for the elementary school come to their school and talk to all of the sixth graders. They will also take the sixth graders on a field trip to the junior high school to become familiar with that school for the following year.

As stated throughout, the elementary guidance program is structured to make the children K-6 become aware of vocational opportunities and build this into the junior high program.

Junior High Guidance. The eighteen junior high school counselors have been assigned approximately four schools each (7-8) which covers the entire Indianapolis school district. The total enrollment for all of the 7-8 grades is 13,747 students with a ratio of one counselor per 763.13 students.

The junior high counselors, like the elementary counselors, turn in a monthly report of their activities (Appendix B). The following is a brief summary of the junior high counselors activities for approximately a year's time:

1. Number of individual conferences - 14,465
2. Number of teacher conferences - 2,396
3. Number of social workers conferences - 455
4. Number of parent conferences - 1,355
5. Other conferences - 795
6. Number of teacher referrals - 1,608
7. Number of self-referrals - 3,487
8. Other referrals - 1,045
9. Number of class presentations - 3,084
10. Number of group meetings - 475
11. Number of guest speakers - 112
12. Number of field trips - 57
13. Number of P.T.A. presentations - 32
14. In-service training with teachers - 125
15. Number of filmstrips or films shown - 473

Prior to the beginning of the school year, a two-day in-service workship was held for the junior high and elementary counselors to go over the plans and assignments. Each counselor was given a packet of materials to be given to his principal to assist the teachers assigned guidance classes, or to be incorporated in the regular subject area being taught.

At the beginning of each semester funior high counselors meet with the administration and faculty of the schools to which they have been assigned. They hold an in-service workshop to explain their role in the school, to present their ideas, and to receive ideas from the faculty on how to help students 7-8 explore the world of work, and also have on hand experiences.

It probably should be noted here that counselors have more than one in-service workshop with teachers. This is an on-going in-service training for teachers during the year as the occasion arises. Also, counselors have had more than one two-day workshop during the year. In fact, counselors meet as a group every other Friday during the year for in-service training involving administrative personnel, high school counselors, colleges, State Department, special agencies, and other schools from outside the Indianapolis school district.

The junior high school program contains several innovative features that depart from the present educational structure in Indianapolis.

Each pupil in the seventh and eighth grade is presently assigned a forty minute guidance period each week. However, the shortage of teachers trained in vocational guidance prevents the assignment of teachers to these classes who have guidance knowledge and skills with which they can create constructive guidance activities for the pupils. Therefore, specially trained counselors provide constructive guidance activities for the teachers and pupils in the following manner:

1. Counselors provide the 7-8 grade teachers who have been assigned guidance classes with lesson plans (Appendix F). The teacher does not have to follow the lesson plan in the order it is presented but selects the activities that best fit their particular class. However, it is recommended that they do present lessons in a systematic manner so students can build on their knowledge of the world of work in a meaningful way.

2. Counselors will periodically make presentations to classes to not only provide a meaningful experience for the pupils but to also be a model which the teacher can observe for his/her own self-improvement in making presentations. For example:

    a. Salary, deductions, and fringe benefits (Appendix G)
    b. Learning to fill out a personnel application for employment (Appendix G)
    c. Reading and discussing material pertinent to the world of work (Appendix G)
    d. Showing of filmstrips and films dealing with school and the world of work (Appendix D)
    e. Using the local newspaper want ad section for jobs
    f. Using the S.R.A. job kit for exploring various jobs
    g. School records and what companies look for:

        (1) Attendance
        (2) Tardiness
        (3) Grades
        (4) Subjects
        (5) Attitude
        (6) Personal habits
        (7) Teacher recommendations

    h. Administrators or teachers may ask counselors to talk on a subject pertinent to a school situation at that time.

Great emphasis is placed on the dignity of work and the importance of vocational guidance in developing a realistic goal. Counselors try to show the relationship between general education and how necessary it is to help prepare one for a worthwhile career in some vocation.

3. Counselors arrange for guest speakers from business and industry (Appendix C) to come into the guidance classes, or in regular subject classes, to explain or discuss the opportunities for jobs in our community and what students need in order to qualify for a job. Counselors also arrange for high school students to come into eighth grade classes and explain what they plan on doing after graduation, why they are getting a high school education, and what they can expect from the high school they will be attending. The same thing is done in the seventh and eighth grade industrial arts and home economics classes.

4. Counselors arrange and take students on field trips to business, industry, and the high school they will be attending.

   This enables the student to actually see people working at various occupations, to talk to people about jobs, and to see many different kinds of jobs and opportunities. On visitation to the high school it gives a student an opportunity to see what vocations are available to him/her when they are ready for high school.

5. Junior high councelors also work with students on individual conferences or in group conferences. The student is referred to the counselor by the administrators, teachers, social workers, self-referral, or the counselor will contact students.

   So that the counselor can better understand the student and give him/her more help, each student is given a guidance information sheet and an autobiography sheet (Appendix H) to fill out. These forms are kept in the counselors file cabinet.

   Through the personal contact with students, counselors are better able to help the students with their problems whether social, school, home, or job. At the same time, counselors work very closely with the administration, teachers, parents, social workers, and other agencies in order to help the student with their problems (with the permission of the student).

It should also be mentioned that some of our elementary and junior high counselors also work very closely with the state correctional institutions. They visit the boys and girls in the institution who are from our community, and help them when they are released to get a good start in school again.

6. In the second semester of the school year, junior high counselors help program all eighth grade students for high school (Appendix I). This aspect of guidance is very important to the counselor for the following reasons:

    a. Counselors can have in-service training with the teachers who are helping program the eighth grade students for high school, and in doing so have a closer working relationship with the teachers.

    b. This is an opportunity for the counselor to have all of the parents in a group meeting to explain the high school program to them, and why it is important that their child should have a high school education. This also gives the counselor an opportunity to explain the total guidance program to the parents and invite them to take part in the programming of their children. It also helps the parents feel they are wanted and to take part in school functions.

    c. The junior high counselors work very closely with the high school counselor, administrators, and teachers. This also gives the junior high counselor an opportunity to show and explain the total guidance program, to build the junior high program into the high school program, and to have a closer working relationship.

    d. Since the counselor has records of all the students and has talked to them individually, he can better help and encourage the student in taking the right courses and explain the need for an education.

The junior high guidance program gives every student an opportunity to explore the world of work, an opportunity to see the need for an education, and the need and place for everyone.

Occupational Preparation Program

The Occupational Preparation Program started in the second semester of 1971 at Arsenal Technical High School. It is a program designed to interest potential drop-outs at the ninth and tenth grade level. The objective is to encourage these students to continue their formal education or to prepare them to be useful employees if they do decide to quit school.

Personnel in the program consist of one director of the program, one guidance counselor, two vocational teachers, and two teachers from the regular school. Since the start of the program, total enrollment has been 131 students which includes both boys and girls.

The criteria used by the counselor for selection students, including recommendations from the high school counselors, was the following:

1. Approximately 80 I.Q. or above
2. Failing 60% or more of classes
3. Attendance problems
4. A professed dislike for all or part of school

The counselor then explains the program to the student and the student is given a tour of the facility. The student along with the parent then is allowed to choose whether or not he or she is interested and would like to participate. Entry into the program can be effected at any time during the first two 6 week grading periods of each semester. The student attends four periods per day for two credits as in other vocational areas. He also is required to go to other regular school classes which usually are those basics required for future graduation, such as English, mathematics, physical education, etc.

Projects in the program are as follows:

Manufacturing. The manufacturing department of the Occupational Preparation Program training group has entered into a contract with the Security Department of Buildings and Grounds Division IPS to manufacture 800 one transistor preamplifiers for use in the intrusion alarm system now in operation. This project is being fully exploited of its educational implications.

Business. The business group in cooperation with the English teacher has developed all of the necessary forms, proposals, and contracts which would be required if a commercial shop were to do the assembly work. Such items as a proposal of work to be done have been prepared and when accepted by the customer a formal contract follows. This group is also preparing inventory control forms and accounting procedures to insure that all purchased parts do in fact reach the assembly stage. Further checks and forms such as shipping tickets are prepared as required.

In the shop areas there are two distinctly different areas to be exploited. All jigs and fixtures that are required were made on a job shop basis. Once these were made, an assembly line was set up to actually build the amplifier.

The amplifier was built up on a small aluminum chassis which was cut, punched, drilled, milled and then bent to customer specifications. Electronic components are sub-assembled on a terminal strip and then riveted in the chassis. Foolowing this, final connections are made and tested for proper operation. A testing console was built by the vocational electronics class acting as a sub-contractor to the program.

This type of project allows the student to more fully understand the procedures and problems associated with our technology oriented society.

Other projects include the manufacturing and selling of a unique flat folding saw horse, engraved plastic signs, and name plates for which two major customers have been identified, rubber stamps, I.D. pictures and cards, preamplifiers, and minature chest of drawers. Another project which will start the second semester is engine repair.

Entrance into the program has shown an approximate sixty percent increase in school attendance. In many cases, there are still numerous cuts or absences from academic classes but a new pattern of daily attendance is being formed. Some of the students, 11 of 131, were seen less than ten times so the program had no chance to influence them. Other accomplishments the program has had on the students are:

1. Two students have made the high honor roll
2. Three students have made the honorable mention honor roll
3. 83 students have returned to the regular school because they see a need for an education
4. Nine students have been placed on jobs

The part of the program which seems to affect the students most is much more personal attention. They begin to feel that someone cares about them specifically or personally.

> They begin to trust and to associate themselves with the program's teachers and counselor. They begin to talk and explore some of their problems. Next comes some maturity and acceptance of responsibility, then some measure of success.

High School Counselors Visiting Industry

Ten high school counselors representing most of the high schools were working in the summer program visiting fifty-two different business and industries in our community for a six-week period (Appendix J). This was to help counselors gain knowledge about the world of work in our community, so that they may better counsel with high school students about job opportunities in our community, as well as trends in other parts of the country.

Most high school counselors are not presently familiar with vocational opportunities and employment practices; therefore, exert most of their efforts toward counseling pupils for further education. This program did train counselors in the high school in vocational practices. The selected counselors were also available to better counsel pupils and to serve the rest of the staff in a consulting capacity.

Each counselor who visited business and industry during the summer for a six-week period was given job description forms (Appendix K) so that they could gather information from each company and each job that the company had available. Counselors then made this information into a packet and distributed to each of the high schools, so that other counselors could use this information as reference materials when counseling students.

All of the companies which participated in the summer program were very pleased to see that this type of program was going on. They felt that this was the kind of program needed to not only help students but felt this would also give them better employees once a student graduates from school.

Counselors who participated in the program also felt that it was very worthwhile and rewarding to them. The counselor from Washington High School stated, "It was very rewarding to me as a counselor. First because of the vast amount of information gathered pertaining to job qualifications and job availability in the future. Second for the contacts made with many sincere and dedicated people in the business world."

"The entire program was well organized. Much work has gone into the program, otherwise the rewards would not have been as great. The fine cooperation could not have been better."

"There is nothing like it offered in any college course. I think all counselors wishing to improve themselves should be given an opportunity to participate in this program."

Seventh Grade Summer Vocational Exploratory Progra

The junior high counselors talked to every seventh grade class during the spring semester and explained the summer program to them. Parents were also invited to listen and ask questions about the exploratory program. Each child was given a take home letter explaining the program. The child was to return the letter signed to the counselor if he wanted to participate in the program (Appendix L).

The response was much greater than ever dreamed about. We had planned for approximately 150 students for the first summer, however, when the applications came back, there were approximately 3,000 boys and girls who wanted to participate in the summer program.

We were able to take 300 boys and girls into the summer program by alloting each counselor 20 to 25 students per school and on a first-come, first-serve basis. The other students then were placed on an alternate list so that if a student could not participate or had to drop out, counselors then would contact those students on the alternate list to take their place.

The summer exploratory program was held at Arsenal Technical High School because they have one of the most comprehensive and largest vocational training facilities in Indianapolis and in the state of Indiana.

The exploratory program was broken down into two sessions with approximately 150 students (boys and girls) in each session. The first session was held from 8:00 a.m. to 10:30 a.m. with the first 30 minutes devoted to a guidance class and the remaining 2 hours in a vocational class. The second session was held from 10:30 a.m. to 1:00 p.m. with the first 2 hours in a vocational class and the last 30 minutes in a guidance class.

There were eight vocational areas: building trades, electrical trades, metal trades, auto trades, drafting, graphic arts, business education, and home economics. Each student who signed up for summer school was given an opportunity to choose six areas in which he or she was interested and then spent one week in each of the six areas.

There were eight guidance counselors responsible for two groups of approximately nineteen boys and girls in each group. The counselor taught the guidance classes, giving students information about the world of work in the areas of vocational classes they had signed up for. The counselors also showed films and filmstrips, arranged for guest speakers, and planned field trips (four field trips per group, total of 64 field trips to business and industry) (Appendix M). Counselors also helped with the vocational classes.

There were fifteen vocational teachers, two to each of the eight vocational areas. This helped to give each student more individual attention, as well as serving as a safety factor with this young a student.

On the first day of summer school, each boy and girl was given one hundred true and false questions on the world of work and areas they would be covering in their vocational classes (Appendix N). The purpose was to learn how much or how little they knew about the world of work or vocational trades. On the last day of summer school, they were given the same test as at the beginning to find out how much they had gained. (Appendix O).

A questionnaire (Appendix P) was given to each of the vocational teachers and counselors. Also a questionnaire was sent to the students and parents to find out how they felt about the program and if it was worthwhile (Appendix Q).

The response was tremendous as teachers, counselors, and especially parents felt this was something that has been needed for quite some time and hopefully will continue indefinitely. Parents felt that their children have never been more eager to attend school than they were this summer; also, that they learned what vocational trades are and what opportunities are available in the various areas.

(d) Results and accomplishments of the project

As stated before and also pointed out by the outside evaluation team, the following results and accomplishments were attained for the first year of the project:

1. Students were able to make a self-evaluation of their educational aspirations.

2. Most administrators and teachers have accepted the need for a good guidance program.

3. A closer cooperation and understanding developed between counselor, administrators, faculty, students, parents, and other social and community agencies.

4. Students were able to make a wiser decision in high school course selection in the eighth grade.

5. Students are more aware of the need for at least a high school education.

6. Teachers for the first time are applying the world of work to the regular academic subject areas they are teaching.

7. Students are more aware of what is available in the high schools in the way of vocational classes.

8. Students have found someone they can talk over their problems with they also learn more about the world of work and opportunities available in their community.

9. Students were able to visit businesses and industries in their community and see the opportunities offered to them if they have the proper education.

10. Vocational classes in the Occupational Preparation Program have helped some of the students see a purpose and need for going to school.

11. Students in the Occupational Preparation Program have been successful for the first time in their lives in making passing grades.

12. Students were able to have on hand experience in several vocational areas, so they could make a wiser choice in their high school programs.

13. High school counselors are able to counsel students better in the world of work.

14. The concept of career education is starting to formulate K-12.

SECTION (e)
Evaluation of the Project

SECTION (e) Evaluation of the Project

INTRODUCTION The third party evaluation team submits this first annual report on the implementation of the Comprehensive Vocational Guidance Program for Model Cities within the Indianapolis Public School System. The composition of this team included the following personnel.

Members

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A dual evaluation approach including both individualistic and total team were simultaneously employed. Each team member focused special efforts toward one program component within the multiproject. A team review of project correspondence to include all reports, forms and other attainable records was conducted. Biographical, attitudinal, and motivational instruments, student opinion poll, questionnaires, and two on sight evaluations were utilized by the team in collecting raw data to be analized in formulating this evaluation report.

Objectives. The attainment of the following objectives constitute the major focus of efforts within this comprehensive project.

1. To assist the pupils in broadening their understanding of and their natural curiosity about the world of work and specific occupational areas.

2. To encourage pupils to make realistic self-appraisals by examining what they believe to be their interests and abilities in relation to what their past school experiences tell about them, and to assist them to develop aspirational levels that will result in educational and career commitments consistent with such interests and abilities.

3. To assist pupils in gaining a greater understanding of high school course sequence, specific courses, cooperative work study programs, and the relationship of these sequences, courses, and work study programs to ultimate occupational choices.

4. To assist pupils in broadening their understanding of personal attributes sought by places of business by taking pupils on field trips into theses businesses and factories and talking with workers, personnel officials, etc.

5. To assist pupils in learning about the various post-high school vocational training facilities and their offering in the Indianapolis area.

6. Junior high (7-8) grade counselors and teachers give students on hand experience in order for students to learn the dignity of working with one's hands and developing a wholesome attitude toward all jobs.

7. To encourage pupils to develop good habits of attendance punctuality, neatness in work, etc. as training for future employment experiences and for becoming productive members of society and good citizens in the community.

8. To work in close cooperation with all school personnel, community social agencies, and local business and industry.

9. To instill in each pupil the desire to pursue educational objectives to the ultimate of their ability, with high school graduation a necessity.

10. To familiarize the pupils with the role of the counselor in their future vocational and educational development.

On December 16, 1971, the four-man evaluation team met for the third time specifically to visit the innovative project. All phases of the project were reviewed and a separate meeting with the counselors was held at the close of the day.

To facilitate the on-site evaluation process, a checklist of important project components was prepared. The team's average rating was prepared and is included as a part of this report. In addition to the summarized checklist, each man prepared a separate narrative report of his observations, these are attached.

INDIANAPOLIS PUBLIC SCHOOLS December 6, 1971

To: Evaluation Team **Subject:** Evaluation Team Visit
December 16, 1971

From: Raymond Winegard

The evaluation team will meet in Mr. Winegard's office, SCIPS Building (old Coca-Cola Building off Massachusetts), 901 N. Carrollton, Room 206 at 8:30 a.m. or 9:00 a.m. on December 16, 1971.

SCHEDULE

9:15 a.m. - Occupational Preparation Program
Arsenal Technical High School
10:30 a.m. - School #101 (Junior High) - also lunch at 101
12:00 p.m. - School #33 (Elementary)
1:15 p.m. - School #71 (Junior High)
2:15 p.m. - School #29 (Elementary)
3:30 p.m. - Meet with counselors at SCIPS Building

PART I. Elementary Level Program

Avg.	Circle Low High		
3.3	1 2 [✓ 3] 4 5	1.	Developing a comprehensive vocational orientation within the framework of the total school program.
3.4	1 2 [✓ 3] 4 5	2.	Provides assistance to teachers which would implement a wide range of occupational awareness.
4.5	1 2 3 [✓ 4] 5	3.	Provides for intensive individual counseling of students to assist them in making realistic choices, decisions, and plans.
3.4	1 2 [✓ 3] 4 5	4.	Reaches students not previously provided opportunity to develop occupational awareness.
4.2	1 2 3 [✓ 4] 5	5.	Provides for individual and group conferences with parents.
4.2	1 2 3 [✓ 4] 5	6.	Coordinates pupil referrals from the building unit to other service workers or community agencies.
4.7	1 2 3 [✓ 4] 5	7.	The ratio of counselors to students is reasonable for the project design.
4.5	1 2 3 [✓ 4] 5	8.	Degree of cooperation among counselors, teachers and administrators.
3.5	1 2 [✓ 3] 4 5	9.	Impact of the program on plans being made by students.

3.6	1 2 [✓ 3] 4 5	10.	Impact of the program on behavior of teachers in their orientation to occupational education.
4.2	1 2 3 [✓ 4] 5	11.	The procedures used are realistic in view of the total school program.
4.2	1 2 3 [✓ 4] 5	12.	Special emphasis is afforded students with special needs or handicaps.

PART II. Junior High School Exploratory Program

4.0	1 2 3 [✓ 4] 5	1.	A wide range of exploratory experiences are available.
3.4	1 2 [✓ 3] 4 5	2.	Total students involved are reasonable for the design and objectives of the project.
4.0	1 2 3 [✓ 4] 5	3.	The length and depth of exploration is sufficient to have impact on student behavior.
3.6	1 2 [✓ 3] 4 5	4.	Counseling of individuals is geared to exploratory experiences and is intensive.
(The group decided this item does not apply)	~~1-2-3-4-5-~~	5.	Work experience is available through cooperative education, job placement or similar programs.
2.5	1 [✓ 2] 3 4 5	6.	Salable skills are emphasized for potential drop-outs who may be terminating formal education.
4.6	1 2 3 [✓ 4] 5	7.	Students leaving school are provided counseling and assistance in job placement.
5.0	1 2 3 4 [✓ 5]	8.	Degree of cooperation among counselors, teachers, and administrators.
3.5	1 2 [✓ 3] 4 5	9.	Impact of the program on plans being made by students.
3.5	1 2 [✓ 3] 4 5	10.	Impact of the program on behavior of teachers in their orientation to occupational education.
4.7	1 2 3 [✓ 4] 5	11.	The procedures used are realistic in view of the total school program.
3.5	1 2 [✓ 3] 4 5	12.	Special emphasis is afforded students with special needs or handicaps.

PART III. Placement of Counselors in Industry

4.0	1 2 3 [✓ 4] 5	1. The impact on counselor enthusiasm concerning occupational education.
4.0	1 2 3 [✓ 4] 5	2. The identification and increased use of community resources for occupational awareness and exploration.
3.0	1 2 [✓ 3] 4 5	3. The identification of job entry placement opportunities as well as cooperative work experience sites.
4.2	1 2 3 [✓ 4] 5	4. Increased emphasis on occupational education as evidenced by counselor behavior.
3.5	1 2 [✓ 3] 4 5	5. Increased cooperation of business and industry as evidenced by verbal and written testimony as well as cooperation with the school system.

PART IV. Occupational Preparation Program

1.5	[✓ 1] 2 3 4 5	1. Number of students involved in relation to potential drop-outs identified.
4.5	1 2 3 [✓ 4] 5	2. Practicality of occupational education experience in the D.O.T. Program as related to needs of youth enrolled.
4.0	1 2 3 [✓ 4] 5	3. Adequacy of facilities.
3.4	1 2 [✓ 3] 4 5	4. Adequacy of equipment and supplies.
4.0	1 2 3 [✓ 4] 5	5. Program staff understands its clientele, namely the needs of the students in relation to business and industry.
4.0	1 2 3 [✓ 4] 5	6. The program staff performs smoothly and cooperatively.
3.0	1 2 [✓ 3] 4 5	7. Cooperation with the main-stream vocational education program and other counselors and regular high school staffs.
3.0	1 2 [✓ 3] 4 5	8. Inservice training, appropriate lead-time planning and evaluation is provided.
1.0	[✓ 1] 2 3 4 5	9. Extent to which placement, counseling, and training result in student success.

PART V. Organization and Administration

		1. Support of Administration
3.4	1 2 [✓ 3] 4 5	a. Central School Administration
4.5	1 2 3 [✓ 4] 5	b. Elementary and Junior High School
3.2	1 2 [✓ 3] 4 5	c. High Schools Referring Students

4.5	1 2 3 [✓ 4] 5	2. Leadership of the project director in relating to staff, business, and industry.
2.5	1 [✓ 2] 3 4 5	3. Amount of time available to director in relation to complexity of the project.
2.7	1 [✓ 2] 3 4 5	4. Perceived role of the project in relation to K-12 Comprehensive Vocational Guidance program objectives.
3.0	1 2 [✓ 3] 4 5	5. Clarity of Project Guidelines from HEW as related to operational project objectives.
3.2	1 2 [✓ 3] 4 5	6. Availability of program in relation to student needs.
3.4	1 2 [✓ 3] 4 5	7. Impact of program on students enrolled.
1.7	[✓ 1] 2 3 4 5	8. Communication of program development, successes, etc., within the school system or to others.
3.5	1 2 [✓ 3] 4 5	9. Cooperation with other agencies and/or schools.

December 17, 1971

Mr. Raymond Winegard, Project Director
Comprehensive Vocational Guidance Program
Indianapolis Public Schools
SKIPS Building, Room 206
901 N. Carrollton
Indianapolis, Indiana

Dear Mr. Winegard:

This correspondence contains my informal observations and comments of the December 16, 1971 evaluation team on-sight visitation to the various phases of the Comprehensive Vocational Guidance Program.

The zest and personal interest displayed by the elementary counselors toward their subjects was of tremendous gratification to me. I am confident that their efforts directed toward social adjustment, self realization, and educational importance will partially establish a learning enrichment for each individual student throughout the remainder of his formal school years. Although these counselors appeared to have excellent credentials, I personally sensed a weakness in their being able to directly associate to the world of work. This is not a major problem since guidance is not terminal at this level and continual occupational information will be provided to these students as they progress through the middle and secondary level programs. The technique of currently involving the classroom teachers in guidance as much as possible is very commendable and I trust this can be increased as time and program implementation will permit.

One can already observe a great need for additional guidance materials to be interjected into this program. Since little is available for this particular level of program, a program expansion either to cover more students or provide more informational depth will be slow to implement.

Current liaison between the school social workers and the counselors cannot be overstressed. This helps to balance the counseling service to student ratio as well as increase the range of assistance the school is able to provide to those recognized as having special needs.

One cannot say at this time what the program impact will be, however, with continual evaluation, modification and follow-up, I am sure the rewards will greatly overweigh the program effort. "An ounce of early prevention may turn out to be a total cure for many of the problems we experience with older youth today." The sooner discrepancies are discovered, the earlier the problems can be approached on a sound basis.

The coordinated efforts between the elementary guidance counselors and those in the Junior high school will permit a smoother school transfer for each student and no disruption in dealing with his individual needs. The increased depth at the Junior high school level for dealing with social, self realization and educational importance is coupled with career information. This results in students who are counseled observing workers involved in various tasks around the community. Guest speakers, films, visitations, and counselor information will establish the foundation upon which a student may begin to have input into his future education and career planning.

The students to counselor ratio at the Junior high school has reached an unreasonable ratio. This requires more group counseling as apposed to individual. More classroom teacher participation is needed with the counselor serving as a consultant to the teachers and working individually with extreme cases where improvements can be expected.

Counseling materials need to be prepared for the classroom teachers and greater emphasis placed upon career guidance as a part of each subject area being taught which leads itself to careers information. Teachers and school administrators at the Junior high school level should support this program unanimously. Efforts here become much more meaningful to students and their needs appear to have increased.

Since the Junior high school program is not designed to be terminal, one cannot substantiate instant yield for program effort. Continual follow-up of students into secondary programs and into their career field will then provide the data necessary to test how well the program has achieved its intended purposes.

Your provisions for placing counselors in industry is helpful and gives each counselor first-hand experiences which he can relate back to his students. He can now establish to some degree the true needs of industry and can equate the educational needs of each student to the type of career performance in which the student shows an interest. The more first-hand experience a counselor acquires, the greater is his content resources of occupational information. One can now readily observe actions by many of the program counselors that can be traced to their only and specific industrial experience provided through this program. An expansion of this program phase would be desirable.

The fifty-five students now attending the Occupational Preparation Program constitutes only a drop in the bucket as compared to those who are known to have special needs and should be served. The program is adequately staffed and rendering a most needed service to the students. Although this should continue, I am convinced that the program is not attuned to its stated objectives and I don't believe it will attain the objectives in the future. Perhpas consideration should be given to construct new objectives allied to the present program functions.

The "OPP" students are able to relate satisfactorily to the program but do not relate to the standard courses in which they are supposed to participate at Arsenal Technical High School. The major deterrents to this program are that no secretarial support has been provided to the counselors and teachers nor has adequate psychiatric support been established. Both need to be given first priority in order to increase the immediate program quality.

The project director should be complemented on doing a commendable job of getting sucha diverse program implemented. It is too soon to be able to predict the program impact. I do contend the program has indeed been a worthy effort put forth by the Indianapolis Public Schools. Every facet of the program appears to be supplementing the total program in the manner intended. I personally believe "Well Begun Is Half Done" and I trust I will be able to observe this program given its due praise in the future by being expanded.

Please feel free to call upon me to assist in any way you feel I might be able to.

Cordially yours,

Edgar Fleenor
Assistant Professor of
Industrial Education and
Teacher Educator
Indiana University-Purdue University
at Indianapolis

Mr. Dean E. Chapman
Consultant Team Member
General Foreman
U.S. Naval Avionics Facility
Indianapolis, Indiana
20 December 1971

Dr. Raymond Winegard
Title I General Consultant
Project Director: Comprehensive
Vocational Guidance Program
for Indianapolis
SCIPS Building, Room 206
901 N. Carrollton
Indianapolis, Indiana

Dear Sir:

The following is a report on the different phases of the vocational guidance program based on the Evaluation Teams visit of 16 December 1971.

ELEMENTARY LEVEL PROGRAM

The eagerness and enthusiasm demonstrated by the elementary guidance counselors for the vocational program is contagious. With the efforts they are putting forth the program should spread rapidly in all elementary schools.

The limited amount of material available on vocations at the elementary level is a drawback to the program. The counselors are getting over this obstacle by working with the individual teachers and presenting programs that are character and self image building. Both traits are necessary for success in the world of work.

The cooperation between the guidance counselor, teacher, and social worker has brought out the problems the elementary students are faced with away from school. This cooperative effort, while it doesn't solve all of the problems, gives the students the security and knowledge that someone does care about them.

The present number of guidance counselors is adequate for the project design as long as the cooperation between the counselors, teachers, and social workers continues.

The actual impact of the program on the future plans of the students, and the teachers orientation to occupational education can not be effectively measured at this time. Only continued follow-up on the individual students as they progress thru Jr. High and High School will disclose the impact of the present program on the students. The continued voluntary efforts of the teachers will establish their orientation to occupational education.

This elementary program has many beneficial side effects that may eventually equal the original intent of the program. They are as follows:

a. Early identification of emotional and physical problems.

b. Early discovery of occupational and academic skills.

c. Develop a better self image.

d. Improve character.

JUNIOR HIGH SCHOOL LEVEL PROGRAMS

The effectiveness of these programs will increase each year as students move up from elementary schools that have successful programs. The interest of the students in the programs will demand full cooperation of the teachers, counselors, and social workers in the program.

The success of the program in each Junior High School is now dependant on the eagerness and interest of the guidance counselor in the school. Prepared programs, filed trips, movies, film strips, guest speakers, group counseling and individual counseling keep the guidance counselor always on the move and directly involved with the teachers and students.

Follow-up of information from the elementary counselors gets help to students on a continuing basis. The ratio of students to counselor is too great for the counselor to be effective with out the full cooperation of the entire school staff.

The efforts of Junior High Counselors fit well into the overall plan of vocational guidance. The impact of their efforts while not immediately measurable, will be measurable within the next two years. Students they are now working with will have to be followed up on to determine if drop-out rates decrease, and vocational and academic interests increase.

The summer program of vocational exposure can be considered a success even at this early date. The enthusiasm of students and parents alike indicates that it has filled a void in the educational process. The full impact of the program on students future plans will be measurable within the next two years.

The impact on the guidance counselors and teachers is already apparent. They are now working with a better understanding of the needs of the students. They are also aware, as never before, as to the approach to vocational education needed in their schools.

The individual counseling of students in the regular school program and in the summer program is a major contributor to the success of all the programs. In the counselor the students have found a person that is concerned about them now, and who they can turn to in the future.

PLACEMENT OF COUNSELORS IN INDUSTRY

The placement of counselors in industry has been beneficial to the counselors and given industry a new interest and understanding of the school system. Many industries were visited by the counselors. These industries were from small individually owned companies to large corporations. A complete overview of the needs of industry in this area was obtained.

The counselors are now able to provide students with first hand information on the needs of industry and the educational background needed by the students to fulfill the needs of industry.

Counselors now have an unending source of resource material available to them from the contacts they have made in industry. In addition they have personal contacts to obtain speakers for in school programs for both students and teachers.

Many of the counselors had never had any experience in or with industry until they were placed in industry by this program. The impact of this period in industry is already visible in the counselors attitudes, eagerness, and approach to the vocational programs.

OCCUPATIONAL PREPARATION PROGRAM

This project, with 55 students enrolled is well staffed for the job it is doing. The problem isn't with what it is doing--it is what it is trying to do. The students have been identified as potential school drop-outs. The hope is to keep them in school and eventually get them back into the regular school program.

The attendance in the training program is around 75 to 80 percent, but the same students attendance in regular classes is still almost zero. Their emotional needs are being helped, and their educational needs are being brought into focus. The problem is that these students have many emotional problems that far outweigh or blank out their immediate educational needs.

There are probably 900 students each year that need the special interest and schooling that is provided in the OPP Program. All of these students need to be identified and channeled into this program before any measurable success can be realized.

The students have shown by their attendance that they can be reached and are willing to go part way. They still refuse to recognize the academic part of the school. Their refusal takes the form of non attendance. If some means can be devised to combine the academic work in the OPP Program, success will become the name of the program.

ORGANIZATION AND ADMINISTRATION

The project director has done an excellent job of selecting the right people to make the above programs operate in the manner intended. Every person is dedicated to the overall school system and to the students they are helping.

CONCLUSIONS

The programs are operating in a manner that they compliment each other. Every person involved in the programs is striving for the golas of the program as he sees them. Supervisors over each area would make for smoother operation of the program, possibly provide better means of determining accomplishments of each area.

The large area the program is trying to incompass is drawn down to very narrow areas in two places. One place is the summer vocational program which is limited in size due to the funds available. The second is the OPP Program that only reaches 55 to 65 students out of 900 at Arsenal Technical High School alone. Both of these areas need a great increase of funds and large expansion of effort to reach all the students in need.

The Elementary and Junior High School counselors are doing an unusually good job. They are having to overcome habit patterns teachers have built up over years of teaching plus they are having to build respect, confidence, and hope in the minds of the students. Only thru hard work, dedication, and desire to succeed are they able to accomplish their goals.

The main purpose of all of the programs is to provide vocational background and training K thru 12. Education of these pupils is of primary importance, but the great barriers to be overcome are psychological and environmental problems of the students. Most of these students are at least average or above in intelligence, yet they cannot be reached in the school becasue of their individual problems. An expansion of psychiatric and sociological effort in the programs would free the counselor and teachers for more effective operation of the programs.

Sincerely,

DEAN E. CHAPMAN

ANDERSON SENIOR HIGH SCHOOL
Office of the Director of Counseling Services
Anderson, Indiana

December 21, 1971

Mr. Raymond Winegard
Project Director
Comprehensive Vocational
Guidance Program
SCIPS Building
901 North Carrollton Avenue
Indianapolis, Indiana 46202

Dear Mr. Winegard:

I wish to thank you very much for the courtesy and cooperation extended to me and the rest of the evaluation team during our on-the-site visits. Everyone I met, administration, counselors, teachers, and students, were most gracious and very much at ease which facilitated the visits very much.

The Occupational Preparation Program project at Technical High School seems to be doing the job for a large percent of those enrolled. It is only a drop in the bucket for all the many needs of the large enrollment at Tech. However, all good things must have a small beginning. If you can help just a few young people to become better adjusted and be able to successfully meet the problems of adulthood and the world of work, the project has been a success. I was impressed with the atmosphere about the school, particularly between the students and staff. There was an air of respect but also of relaxation and enthusiasm.

You are to be commended for raising the average attendance pattern of this group and for getting them involved in constructive activities which they enjoy. When visiting with the students, I detected a sense of pride in what they were accomplishing and a respect for the adults with whom they were working.

The staff seems quite innovative and resourceful. The project needs to be expanded if at all possible.

The visits to the junior high and elementary schools were most interesting and rewarding. I was particularly pleased to see so much understanding and cooperation between the counselors and teachers. Good and adequate counseling is certainly the heart beat of a successful school system, and the counselors with whom I talked were most enthusiastic. They seem to be getting a lot done for the tremendous overload they have, particularly at the junior high school level. The ratio of counselors to students is much better in the grade schools.

The counselors areaware that they need much help in working with the students and imparting educational, vocational, and social information. The outline which they furnish the homeroom teachers is very good. It seemed that the enthusiasm of the counselors was rubbing off on many of the teachers and in turn the students were reaping the benefits.

The counselors were still finding time for many individual interviews. In visiting with the students it was generally evident that they had trust in their counselor and respected what he said. They seemed to feel free to contact the counselor when they had questions or problems which seemed too large for them.

A good measure of whether a program is succeeding can be ascertained from the individuals most closely involved. From a great variety of sampling of students, teachers, counselors, and administrators, I would say that in general, the "Comprehensive Vocation Guidance Program for Model Cities" is successful. The students are the important individuals in the project and it would seem that they are benefiting.

Keep up the good work with an expanded program, if possible.

Sincerely,

Max E. Beigh, Supervisor
Counseling Services

MEB:bg

Mr. Raymond Winegard, Project Director
Comprehensive Vocational Guidance Program
SCIPS Building
Indianapolis Public Schools
Indianapolis, Indiana

Dear Sir:

In compliance with our agreement, I am preparing a supplemental narrative report to accompany the checklist in our on-site visit to the 2 PS. I shall make this brief to facilitate ease of reading.

My analysis of the elementary counseling phase is that program is reaching students not previously reached with occupational education concepts. On the other hand, I am concerned that administrators are taking advantage of their services and they are spread too thinly, too many students or too many buildings.

I would rate the Junior High School Exploratory Program as a limited success. Experiences provided lacked somewhat in depth but did have impact on those students involved. Unfortunately you were limited in staff and unable to reach all students who wished to participate. This program should be expanded next year since the counselor-teacher-student relationship is a crucial experience of all three.

The placement of counselors in business and industry was surely a successful experiment. Extremely valuable working relations were established and are resulting in continued benefits to the students.

The OPP program is reaching and helping a limited number of students. I feel the staff does not fully understand their role. Their relationship with other school staff members is not fully developed and more variety of program is needed. The basic education skills need to be incorpated into OPP since the students do not go back to academic courses. More programs are needed (Horticulture, Small Engines, Appliance Repair, etc.) since a miserably small % of potential students are being served.

Organization of the project is basically sound. The director is overloaded and spends too much time on over-complicated HEW Guidelines. Greater emphasis on public relations, inter-school and staff communications are needed. Considering the rush manner in which the project was initiated, the lack of equipment and supplies, and the training of staff members, the project is off to a fine start. Given another year to fefine prpcedures, dramatic impact can be demonstrated.

Avery Gray
Purdue University

EVALUATION

An Evaluation Report on the Elementary (K-6)
Portion of the Comprehensive Vocational
Guidance Program.

The degree of attainment of the following objectives will constitute this project components process evaluation at the end of the first year of operation.

A. To encourage pupils to make realistic self-appraisement by examining what they believe to be their interests and abilities in relation to what their past school experiences tell about them.

B. To assist them to develop aspirational levels than will result in educational and career commitments consistent with such interests and abilities.

C. To encourage pupils to develop good habits of attendance, punctuality, neatness in work, etc., as training for future employment experiences and for becoming productive members of society and good citizens in the community.

D. To familiarize the pupils with the role of the counselor in their future vocational and educational development.

These objectives are open ended and can never be fully attained. However, the two on-sight evaluation inspections of December 16, 1971 and January 6, 1972 respectively yielded many observations one can associate positively to the elementary phase of the Comprehensive Guidance Project. These are as follows:

1. The project is reaching students who have not previously been assisted toward satisfying their career information needs at their level of education and age.

2. The project has already identified psychological and physical problems of many pupils and is focusing efforts on alleviating these obstacles which will limit the success of future educational experiences.

3. Students who display the greatest need are either voluntarily seeing or being referred to the project counselor by classroom teachers or other school personnel for individual help.

4. Regularly scheduled classroom sessions are scheduled and center around social adjustment, self realization which will enhance the relevance of career guidance information.

5. Several project participants already are starting to cultivate their own personal interests, abilities, and skills to career development through formal program synchronization.

6. The packets of guidance materials are very good but do not reach the depth nor breadth demanded for the foundation of a total Guidance Program. These need to be supplemented.

7. The classroom teachers are becoming more concerned and involved with the counseling aspects of their students and now assisting the project counselor in many different ways.

8. Coordinated efforts between the project counselors and the social workers assigned to a specific school are becoming more articulated as the project progresses in time.

9. The elementary and Junior High counselors are phasing the components of the total project together nicely and smoothly for students.

The actual impact of the elementary counseling project component on the future plans of the students, and the orientation of the program to classroom teachers and even the counselors themselves toward character and career development cannot be effectively measured at the close of this first year of operation. The program impact is expected to increase proportionate as to the number of years project services are rendered and personnel become more program orientated.

Elementary and Junior High School Components of the Comprehensive Guidance Program

Simply stated, the elementary phase of the Comprehensive Guidance Program introduces regularly scheduled group guidance sessions by the project counselor to various rooms of students. This is in conjunction to information provided by the regularly assigned teachers. Students displaying need for individual guidance sessions are also scheduled. Emphasis in both cases focuses upon building a foundation attuned to self realization social, mental and interest developments toward each participant choosing his career area and future educational program. This program, as far as participants needs are concerned, is articulated with their transfer to Junior High School.

Group Guidance supplemented with individual sessions for those with recognized needs are regularly scheduled. Emphasis here centers around both educational improvement and career information dissemination. A student displaying a special need theoretically may be phased into the program at any point in time and continue until his need is satisfied. The reader must keep in mind that present resources do limit the amount of counseling services which can effectively be offered by project personnel at this time.

METHOD. The elementary program evaluation was process orient ted and consisted of two on-sight visits conducted on December 1[illegible], 1971 and January 6-7, 1972. In addition to the following statements, additional comments depict the elementary component evaluation in the statements submitted by each evaluation team member to Mr. Winegard upon the completion of the first on-sight evaluation previously included as a part of this report.

A statistical approach was used on the Junior High School program in addition to the on-sight visit. A battery of the following named instruments was used to collect the necessary data.

Biographical Information	Instrument A
Motivational Scale	Instrument B
An Attitude Scale on Occupational and Career Counseling	Instrument C
Student Opinion Poll	Instrument D

A total of 50 subjects consisting of 25 project counseled and 25 non counseled from the 7th and 8th grades were randomly selected by 10 project counselors. The instruments were then administered. A Chi Square test was performed on Instruments A, B, and C to check for a significant difference between the subjects when divided into the two groups.

A non parametric test for significance was used on Instrument D. This analysis on each instrument is now presented.

BIOGRAPHICAL INFORMATION - INSTRUMENT A

The following table depicts there is no significiant difference (at the .01 level nor the .05 level) between the subjects (N=50) when subjects are divided into two groups representing those who have received career counseling information and those who have not received career counseling from any of the assigned school counselors. The various factors used for comparison in Table 1 appear to the left with the analysis on each shown to the right.

TABLE 1

Item		Criteria	N=25 Non-Counseled Group	N=25 Counseled Group	Analysis
1.	Sex	Male	60%	60%	No Sig. Diff.
		Female	40%	40%	
2.	Age	13 years	64%	76%	No Sig. Diff.
		14 years	36%	24%	
3.	Course of study they plan to follow	Academic	56%	36%	No Sig. Diff.
		Vocational	0	20%	
		General	40%	36%	
		Other	4%	8%	
4.	Length of time lived in community	Less than 7 mo.	0	4%	No Sig. Diff.
		More than 7 mo. but less than 2 years	0	4%	
		More than 2 yrs. but less than 5 years	24%	20%	
		Over five years	76%	72%	
5.	Living with	Natural Parents	68%	52%	No Sig. Diff.
		Father only	4%	0	
		Mother only	28%	24%	
		Mother and step-father	0	12%	
		Father and step-mother	0	4%	
		Foster Parents	0	8%	

6.	Marital status of natural parents	Presently married	68%	56%	No Sig. Diff.
		Presently divorced or separated	24%	24%	
		Deceased	0	12%	
		Unknown	8%	8%	
7.	Plans one year after	Attend 4 yr. college	80%	56%	No Sig. Diff.
		Attend 2 yr. college	12%	4%	
		Vocational school	0	4%	
		Work fulltime	8%	20%	
		Armed Services	0	8%	
		Other	0	8%	
8.	Number of Brothers and Sisters	None	8%	8%	No Sig. Diff.
		One	12%	12%	
		Two	32%	12%	
		Three	4%	16%	
		Four	20%	16%	
		Five	16%	12%	
		Six	4%	4%	
		Seven	0	8%	
		Eight or more	0	12%	
9.	Number of times repeating a grade	None	96%	88%	No Sig. Diff.
		One	4%	12%	
10.	Home type and ownership	Apartment	12%	0	No Sig. Diff.
		Multiple Family	12%	8%	
		Single Family Rented	12%	20%	
		Single Family Owned	60%	72%	
		Unknown	4%	0	

11.	Number of clubs and organization affiliation	None	44%	40%	No Sig. Diff.
		One	32%	28%	
		Two	20%	16%	
		Three	4%	12%	
		Four	0	4%	
12.	Number of Leadership positions	None	64%	44%	No Sig. Diff.
		One	20%	28%	
		Two	16%	20%	
		Three	0	8%	
13.	Hours per week worked outside the	None	80%	72%	No Sig. Diff.
		One to four	4%	8%	
		Five to eight	8%	16%	
		Nine to twelve	4%	0	
		Thirteen to sixteen	0	4%	
		Seventeen to twenty	4%	0	
14.	Tasks at home	None	0	0	No Sig. Diff.
		Wash dishes	48%	72%	
		Make own bed	88%	96%	
		Clean house	60%	56%	
		Take out trash	64%	72%	
		Clean yard	52%	60%	
		Mow lawn	40%	56%	
		Other	20%	24%	
15.	Number of hours of	One to two	24%	28%	No Sig. Diff.
		Three to four	24%	28%	
		Five to six	24%	20%	
		Seven to eight	12%	20%	
		Nine to ten	4%	0	
		More than ten	12%	4%	
16.	Pay for tasks performed at home	Yes	60%	56%	No sig. Diff.
		No	40%	44%	

17.	Allowance from parent or guardian	No response	0	4%	No Sig. Diff.
		Yes	56%	72%	
		No	44%	24%	
18.	Father's type work	Not known	12%	4%	No Sig. Diff.
		Office	24%	16%	
		Factory	40%	20%	
		Store	0	12%	
		Construction	8%	8%	
		Other	16%	40%	
19.	Father's Education	Not known	12%	8%	No Sig. Diff.
		Advance Degree	20%	4%	
		Four year degree	4%	16%	
		1-3 yrs. college	4%	12%	
		Completed H.S.	28%	32%	
		10-11 years	16%	8%	
		7-9 years	4%	8%	
		Six or less	12%	12%	
20.	Does Mother Work	Yes	72%	80%	No Sig. Diff.
		No	28%	20%	
21.	Mother's type of work	Unknown	40%	16%	No Sig. Diff.
		Office	20%	24%	
		Factory	16%	12%	
		Store	0	4%	
		Other	24%	44%	
22.	Mother's Education	Unknown	4%	4%	No Sig. Diff.
		Advance Degree	8%	4%	
		Four year degree	8%	8%	
		1-3 yrs. college	4%	0	
		Completed H.S.	48%	56%	
		10-11 years	16%	20%	
		7-9 years	8%	8%	
		Six or less	4%	0	

The following observations are worthy to note when comparing the two groups after the first year of the project operation. Twenty per cent of those who received career guidance information stated they planned to enroll in a vocational curriculum as apposed to none intending to enroll from the non-counseled group. Approximately 74 per cent of the subjects in each group stated they had lived within the community for five years or more. Roughly 40 per cent of all subjects do not live with both their natural parents. A greater number of subjects receiving career guidance information indicated they planned to be working full-time one year after leaving school as apposed to 80 per cent of the subjects from the non-counseled group indicating they planned to attend a four year college. Almost every subject indicated he had from one to six brothers and/or sisters and that their parents owned their own dwelling. Approximately 42 per cent stated they did not participate in any school clubs and of those of did, less than 20 per cent held any office within the clubs. Twenty-eight percent indicated they worked to various degrees outside their home, but all indicated one or more tasks he performed at home. Over half received an allowance or other pay for their work. The jobs of their fathers reached a 10 per cent level of difference between the two groups. The parents educational attainment level was also varied greatly but not between the two groups.

MOTIVATIONAL SCALE - INSTRUMENT B

Table 2 shows the motivational characteristics of the subjects (N=50) when they are divided into the non-counseled and counseled groups. Comparative items are stated to the left with the analysis shown to the right of each item. All items were checked for significant differences at the 1 per cent and 5 per cent levels. Remarks pertinent to the analysis of certain items will follow the table.

TABLE 2

Item	Modified Statement	Non-Counseled YES	Non-Counseled NO	Non-Counseled UNCERT.	Counseled YES	Counseled NO	Counseled UNCERT.	Sig. Diff. at .05 or .01 level Analysis
1.	Take action when others are mad.	68%	32%		76%	20%	4%	Not Sig.
2.	Success is hard work, not luck.	92%	4%	4%	68%	32%		Not Sig.
3.	Have little choice in picking new friends.	20%	80%		24%	76%		Not Sig.
4.	Good things happen by luck.	4%	96%		20%	80%		Not Sig.
5.	Can't do much when friend is mad.	32%	68%		48%	52%		Not Sig.
6.	Troubling in explaining ideas.	32%	68%		60%	40%		Not Sig.
7.	Can children have their way sometimes.	60%	40%		64%	32%	4%	Not Sig.
8.	It helps you plan for the future.	88%	12%		100%	0		Not.Sig.
9.	Others become mean because of you.	72%	28%		76%	20%	4%	Not Sig.
10.	Take action for self protection	96%	4%		84%	12%	4%	Not Sig.
11.	Cause friendship with others who don't want it.	84%	16%		84%	16%		Not Sig.
12.	Arguments are sometimes your fault.	100%	0		88%	8%	4%	Not Sig.
13.	Other people never do what you want.	44%	56%		40%	60%		Not Sig.
14.	Have influence on where you will live.	76%	24%		64%	32%	4%	Not Sig.

15.	Able to get other children to like you.	80%	16%	4%	96%	4%		Not Sig.
16.	Hard to get others to do things for you.	40%	60%		56%	44%		Not Sig.
17.	You have no choice in what your adult life will be.	4%	96%		20%	76%	4%	Not Sig.
18.	Nothing I can do about tomorrow.	24%	76%		24%	76%		Not Sig.
19.	Your age cannot change world events.	80%	20%		72%	28%		Not Sig.
20.	Get others to play your games.	72%	24%	4%	76%	20%	4%	Not Sig.
21.	Don't have a chance to make up own mind.	12%	88%		44%	56%		.05
22.	Do others dominate you?	12%	88%		12%	88%		Not Sig.
23.	Can you stop others doing things you don't like?	44%	56%		40%	56%	4%	Not Sig.
24.	Influence others with your ideas.	76%	24%		80%	20%		Not Sig.

While studying the item analysis in Table 2, the reader must keep in mind that each of the 25 subjects receiving career guidance information was selected upon the basis of need as determined from studying the school perminant record profiles. Those selected were already known to have multiple characteristics associated with dropping out of school at an early age. Under achievement, poor attendance, lack of motivation or school interest and attitude are partial examples of selection criteria. A second factor contributing to the lack of significant differences between the two groups is the short period of time the project has been in operation. Nevertheless several encouraging factors are starting to emerge when one analizes the data collected on the motivational factors from the non-counseled and counseled groups.

Confidence in oneself is emerging in those receiving career guidance information. An attitude toward what it takes to succeed in the world of work is beginning to be formed. An understanding of how an individual interacts and contributes positively to society is observed. Future plans and thoughts directed toward ones adult life is becomming more important within the minds of those receiving career guidance information but they still sense having little or no choice at this time in determining what they will be doing as an adult.

It can be assumed at this point that this phase of the Comprehensive Vocational Guidance Program for Model Cities is beginning to serve as a preventative measure against dropping out of school and is building character fundamentals which will help each subject enhance his future educational success and career endeavors. A positive and proportionate correlation of program impact between the degree of subject improvement and program continuance is predicated.

AN ATTITUDE SCALE ON OCCUPATIONAL AND CAREER COUNSELING
INSTRUMENT C

Table 3 portrays the subjects attitude toward occupational and career counseling when they are divided into two groups representing those who have received career counseling information and those who have not been counseled by an assigned project counselor. All items were checked for significant difference at the .05 and the .01 levels. Modified instrument statements appear in the following table along the left side and the analysis appears to the right of each statement. A critique on the analysis will be presented following the table.

TABLE 3

	Modified	Non-Counseled			Counseled			Sig.
Item	Statement	YES	NO	UNCERT.	YES	NO	UNCERT	
1.	Occup. Information should be provided.	96%	4%		100%	0		Not Sig.
2.	Others have provided me with occup. information.	76%	24%		72%	28%		Not Sig.
3.	Plan to pursue a vocational course	44%	56%		72%	24%	4%	Not Sig.
4.	Desire occup. information from school.	96%	4%		96%	4%		
5.	Look forward to their career.	92%	8%		84%	12%	4%	
6.	Suggest others also be counseled.	84%	16%		92%	8%		

7. Has already selected a future job.	52%	48%	68%	32%
8. Has received information from counselor.	60%	40%	80%	20%
9. Occup. information is important.	96%	4%	96%	4%
10. Desires more occup. information.	100%	0	92%	8%

It was almost unanimously expressed by the subjects that career information should be provided by school counselors and that the subjects are looking forward to entering their career. Approximately 75 per cent also received career information from personnel other than the school counselor.

The item coming closest to reaching the 5 per cent level of difference between the non-counseled and counseled groups was the course they said they planned to pursue in high school. Seventy-two per cent of the counseled group stated they plan to take a vocational curriculum while only 44 per cent of the non-counseled stated the same. It must be called to the reader's attention that these per centages are much higher in both groups than the per centages for item number 3 in Table 1 when the subjects were given additional curriculums to select from.

Sixty eight per cent in the counseled group stated they thought they knew what career they would enter as opposed to 52 per cent thinking they knew from the non-counseled.

One factor indicating a possible weakness in the project is that 20 per cenr of the subjects in the counseled group stated they had not received career information. In checking further, the writer learned this may have been due to terminology differences between the words used on the instrument and the terms used by two of the program counselors. A second question in the mind of the writer is why did 40 per cent of those in the non-counseled group state they had received job information from the counselor. Several variations of interpretation may have caused this. What contributions might the classroom teacher, the shop teacher, the school social worker, or others whom these subjects have come into contact contributed to the way in which the statement was answered. Additional investigation upon the reason for both questions pertaining to the received responses from both groups upon the same item will continue to be investigated beyond the submission of this report, for the purpose of program improvement or instrument modification.

STUDENT OPINION POLL - INSTRUMENT D

Table 4 conveys the opinions of the subjects (N=50) when divided into two groups about their school environment. Each item is checked for a significant difference at the .01 and .05 levels. Modified instrument statements appear in this table along the left side and the item analysis appears to the right of each statement. Observations on the analysis will be stated immediately following the table.

TABLE 4

Item	Modified Statement	Non Counseled	Counseled	Analysis
1.	School listens to parents opinions:			
	a. Did not answer	4%	4%	No Sig
	b. Too much	4%	12%	Diff.
	c. Just enough	56%	40%	
	d. Too little	36%	44%	
2.	The number of courses are:			
	a. Too many	8%	24%	No Sig
	b. Just right	84%	68%	Diff.
	c. Too few	8%	8%	
3.	Most teachers are:			
	a. Very good	32%	28%	No Sig
	b. Good	36%	24%	Diff.
	c. Fair	28%	40%	
	d. Poor	4%	8%	
4.	Principal talks to students:			
	a. Too often	8%	8%	No Sig
	b. Just about right	52%	68%	Diff.
	c. Too little	40%	24%	

5. Chances to voluntarily respond in class:

a.	Too little	44%	44%	No Sig Diff.
b.	Too much	16%	32%	
c.	About right	40%	24%	

6. Items I am requested to study are:

a.	Of great interest	24%	40%	No Sig Diff.
b.	Of average interest	60%	40%	
c.	Of little interest	16%	16%	
d.	Of no interest	0	4%	

7. Getting to know students at this school in relation to other schools is:

a.	Easier	28%	36%	No Sig Diff.
b.	About the same	60%	52%	
c.	More difficult	12%	12%	

8. In preparation for college this program is:

a.	Did not know	0	4%	No Sig Diff.
b.	Too tough	0	8%	
c.	About right	[illegible]	68%	
d.	Too Easy	[illegible]	20%	

9. The class materials from year to year:

a.	Repeats itself too much	12%	20%	No Sig Diff.
b.	Repeats about right	76%	60%	
c.	None carries over	12	12%	

10. Teachers interest in kids work:

a.	Too great	8%	8%	No Sig Diff.
b.	Just about right	72%	60%	
c.	Not great enough	20%	32%	

11. When students get bad grades, others:

a.	No response	12%	4%	No Sig Diff.
b.	Feel sorry for them	4%	24%	
c.	Admire them more than they should	12%	16%	
d.	Shows the right amount of concern	72%	56%	

---

12. Students in this school are:

a.	Too smart for me	4%	0	No Sig Diff.
b.	Just smart enough	80%	88%	
c.	Not smart enough	16%	12%	

---

13. Most subjects taught are:

a.	Very interesting	24%	36%	No Sig Diff.
b.	Of average interest	56%	24%	
c.	Below average interest	12%	20%	
d.	Dull and uninteresting	8%	20%	

---

14. Teachers view students outside school activities:

a.	Too great	8%	16%	No Sig Diff.
b.	About right	44%	36%	
c.	Too much	48%	48%	

---

15. Teacher's view of students displaying humor:

a.	Overly admired	8%	20%	No Sig Diff.
b.	Overly punished	24%	24%	
c.	Appropriate attention	68%	52%	

---

16. Most teachers teach:

a.	Too slowly	4%	12%	No Sig Diff.
b.	About right	68%	64%	
c.	Too fast	28%	24%	

17. How athletes are respected by others:

a.	No response	0	4%	No Sig
b.	Overly respected	36%	20%	Diff.
c.	Under respected	20%	12%	
d.	About as should be	44%	64%	

---

18. Competition or cooperation in school:

a.	Too much competition	16%	32%	No Sig
b.	Too much cooperation	16%	24	Diff.
c.	Is balanced	68%	44%	

---

19. Things we study here:

a.	Are about right	52%	36%	No Sig
b.	Need slight changes	40%	48%	Diff.
c.	Completely changed	8%	16%	

---

20. Teachers know subject matter:

a.	Very well	40%	52%	No Sig
b.	Quite well	32%	24%	Diff.
c.	Fairly well	16%	20%	
d.	Not well	12%	4%	

---

21. We work in groups:

a.	Too Often	8%	8%	No Sig
b.	Just enough	24%	40%	Diff.
c.	Too little	68%	52%	

---

22. Students get along together:

a.	Very well	16%	28%	No Sig
b.	About average	56%	36%	Diff.
c.	Not too well	20%	24%	
d.	Very badly	8%	12%	

23. School spirit here is:

a. More than enough	24%	20%	No Sig
b. About right	28%	48%	Diff.
c. Not enough	48%	32%	

---

24. Emphasis on things from books:

a. Too much	20%	32%	No Sig
b. About right	68%	44%	Diff.
c. Not enough	12%	24%	

---

25. Teachers seem to be:

a. Almost always fair	24%	20%	No Sig
b. Generally fair	52%	36%	Diff.
c. Occasionally fair	12%	32%	
d. Often unfair	12%	12%	

---

26. Things in class are planned:

a. Very badly	20%	24%	No Sig
b. Very well	44%	48%	Diff.
c. Very ridgly	36%	28%	

---

27. Our seats in class:

a. Constantly change location	28%	20%	No Sig
b. Change sometimes	48%	56%	Diff.
c. Never change	24%	24%	

---

28. Those who get good grades are:

a. Overly liked	24%	12%	No Sig
b. Overly disliked	16%	8%	Diff.
c. Liked about right	60%	80%	

29. Teachers' interest in student work:

a.	Just about right	68%	56%	No Sig Diff.
b.	Not great enough	32%	36%	
c.	Too great	0	8%	

---

30. Students' interests socially:

a.	Too great	0	4%	No Sig Diff.
b.	About right	52%	44%	
c.	Too little	48%	52%	

---

31. In general, our subjects are:

a.	Too easy	4%	12%	No Sig Diff.
b.	About right	96%	76%	
c.	Too Difficult	0	12%	

---

32. When students need help, teachers:

a.	Always assist	2[illegible]%	16%	No Sig Diff.
b.	Generally assist	2[illegible]%	32%	
c.	Assist if requested to	40%	2[illegible]%	
d.	Assist in extreme cases only	12%	24%	

---

33. Teachers present new materials:

a.	Very well	20%	24%	No Sig Diff.
b.	Good	28%	24%	
c.	Average	44%	32%	
d.	Poor	8%	20%	

---

34. Students take studies:

a.	Too seriously	0	0	No Sig Diff.
b.	Not serious enough	60%	56%	
c.	Just about right	40%	44%	

35. Teachers seem to teach:

a.	Too many unuseful things	24%	12%	No Sig Diff.
b.	Too many things useful now but not later	16%	28%	
c.	About the right proportion	60%	60%	

---

36. The teacher's grading is:

a.	Too tough	24%	28%	No Sig Diff.
b.	Just tough enough	76%	64%	
c.	Not tough enough	0	8%	

---

37. Students who act differently:

a.	Are disliked by others	40%	40%	No Sig Diff.
b.	Others don't care	36%	52%	
c.	Are liked by others	24%	8%	

---

38. Students attend to appearances :

a.	Too much	36%	48%	No Sig Diff.
b.	About right	56%	36%	
c.	Too little	8%	16%	

---

39. Teachers in this school are:

a.	Very friendly	44%	48%	No Sig Diff.
b.	Somewhat friendly	48%	28%	
c.	Somewhat unfriendly	4%	20%	
d.	Very unfriendly	4%	4%	

---

40. The grades I receive are:

a.	Always deserved	40%	40%	No Sig Diff.
b.	Generally deserved	40%	28%	
c.	Sometimes not deserved	20%	28%	
d.	Frequently not deserved	0	4%	

41. Teaching aids are:

a. No response	4%	0	No Sig
b. Overly used	0	4%	Diff.
c. Used appropriately	32%	32%	
d. Under used	64%	64%	

---

42. Memory and fact learning is:

a. Unanswered	4%	0	No Sig
b. Stressed too much	24%	28%	Diff.
c. Used adequately	60%	56%	
d. Not stressed enough	12%	16%	

---

43. Teachers exercise control:

a. Unanswered	4%	0	No Sig
b. Too Much	20%	24%	Diff.
c. About right amount	56%	60%	
d. Not enough	32%	32%	

---

44. Teacher aids are used:

a. Unanswered	4%	0	No Sig
b. More than enough	8%	8%	Diff.
c. About right amount	56%	60%	
d. Not enough	32%	32%	

---

45. Reactions to a new student are:

a. Unanswered	8%	0	No Sig
b. Welcome	60%	56%	Diff.
c. Ignored	16%	28%	
d. Disliked	16%	16%	

---

46. Homework Assignments:

a.	Unanswered	4%	0	No Sig
b.	Help us	56%	48%	Diff.
c.	Not related to class	8%	12%	
d.	Busy work	32%	40%	

---

47. Teachers attention toward the individual and the group:

a.	Unanswered	4%	0	No Sig
b.	Too much individual	12%	16%	Diff.
c.	Too much group	24%	32%	
d.	Balanced	60%	52%	

---

48. My feelings toward the school:

a.	Unanswered	4%	0	No sig
b.	Very favorable	8%	32%	Diff.
c.	Somewhat favorable	68%	40%	
d.	Somewhat unfavorable	20%	20%	

---

49. Teacher's Interest in students work:

a.	Unanswered	4%	0	No sig
b.	Not Great enough	20%	32%	Diff.
c.	Too great	4%	20%	
d.	Just about right	72%	48%	

None of the forty-nine items actually reached a significant level of difference. This was gratifying to the author since he had expected the counseled group to appear significantly below the non-counseled group due to the basis of need upon which they were selected to participate in the project.

CONCLUSIONS

We now know that by the two groups not being significantly different that the program has partially contributed in positively changing the educational environment viewpoints of the counseled group. Provided that project services continue to be rendered toward critical needs of program participants and based upon the observations of the first year's operation, it can be projected that program participants will be able to contribute to their future society due to having been prepared for a rewarding career that was based upon individual interests, ability and skills.

Counselors, teachers, administrators, and others who accepted the current situation as a challenge can rest assured that additional time will bear out the positive impact this program will have played by meeting its stated objectives.

Evaluation
of
Comprehensive Vocational Guidance program for Model Cities
and
Summer Vocational Exploratory Program for 7th Grade Students

The section which involved the seventh grade students in a summer vocational program was an integral and important part of the overall Comprehensive Vocational Guidance Program for Model Cities.

Each of the separate parts work together so that there will be a continuous program of vocational guidance K through 12. There are certain parts of the project which deal with school drop-outs. Of course, there can be no good vocational guidance program which doesn't also encompass good educational guidance and help in personal-social adjustment. The program constitutes a program of guidance which is continuous so that pupils in each class will be getting information which will build year after year on the information they received previously.

Program Description

Seventh graders in the spring of 1971 who were eighth graders in the fall of 1971 were in a Vocational Exploratory Program held at Arsenal Technical High School. These students came from all over the city and there were approximately 300 students attending classes.

The exploratory program was broken down into sessions with approximately 150 students (boys and girls) in each session. The first session was held from 8:00 a.m. to 10:30 a.m. with the first 30 minutes devoted to a guidance class and the remaining 2 hours in a vocational class. The second session was held from 10:30 a.m. to 1:00 p.m. with the first 2 hours in a vocational class and the last 30 minutes in a guidance class.

There were eight vocational areas: building trades, electrical trades, metal trades, auto trades, drafting, graphic arts, business education and home economics. Each student who signed up for summer school was given an opportunity to choose six areas in which he or she was interested and then spent one week in each of the six areas.

There were eight guidance counselors who had and were responsible for two groups of approximately nineteen boys and girls to each group. The counselors taught the guidance classes, giving students information about the world of work in the areas of vocational classes they had signed up for. The counselors also showed films and filmstrips, arranged for guest speakers, and planned field trips (four field trips per group, total of 64 field trips to business and industry). Counselors also helped with the vocational classes.

There were fifteen vocational teachers, two to each of the eight vocational areas. This helped to give each student more individual attention, as well as serving as a safety factor with this young a student.

Due to the large number of seventh graders in the area, it was impossible to take all of them. A letter and application were sent to all the 7th graders and with the aid of the counselors it was found that approximately 3,000 students were interested. Each school was given an allotment so that the total was 300 students attending classes.

On the first day of summer school each boy and girl was given one hundred true and false questions on the world of work and areas they would be having in their vocational classes. The purpose was to learn how much or how little they knew about the world of work or vocational trades. On the last day of summer school they were given the same test as at the beginning to find out how much they had gained.

The attached sheet shows the result of the true and fals exams. The results of this test indicated that there was a tremendous growth in knowledge and understanding of vocations and the world of work. In the post test no student got less than 56 answers correct and the median score raised some ten points.

A questionnaire was given to each of the vocational teachers and counselors, and they were unanimous in their thinking that the summer program was profitable. There was some thinking that the shop periods should be shortened somewhat and the counseling periods be lengthened. There was also a concensus that instead of one six-week period there should be some thought given to two three-week sessions or two four-week sessions.

A questionnaire was sent to each home to get the impressions of the parent pertaining to the program. Of the questionnaires returned, the parents were 100% pleased with the program, and the students who participated were nearly as pleased, according to the parents. The responses to the question--Which class or classes do you think were the most meaningful--were very gratifying and proved that the instructors were doing a good job with students of varying abilities and interests. All of the various classes were found to be interesting to someone and again most all of the classes were less meaningful to others. There were no violent reactions against any class. The responses merely showed there are individual differences.

The questionnaires showed that the teachers, counselors, parents, and students were practically unanimously pleased with the program. It seemed that parents were particularly enthused and kind with their remarks. There was a keen feeling that the program should continue indefinitely. Many parents stated that their child had never been so eager to attend school.

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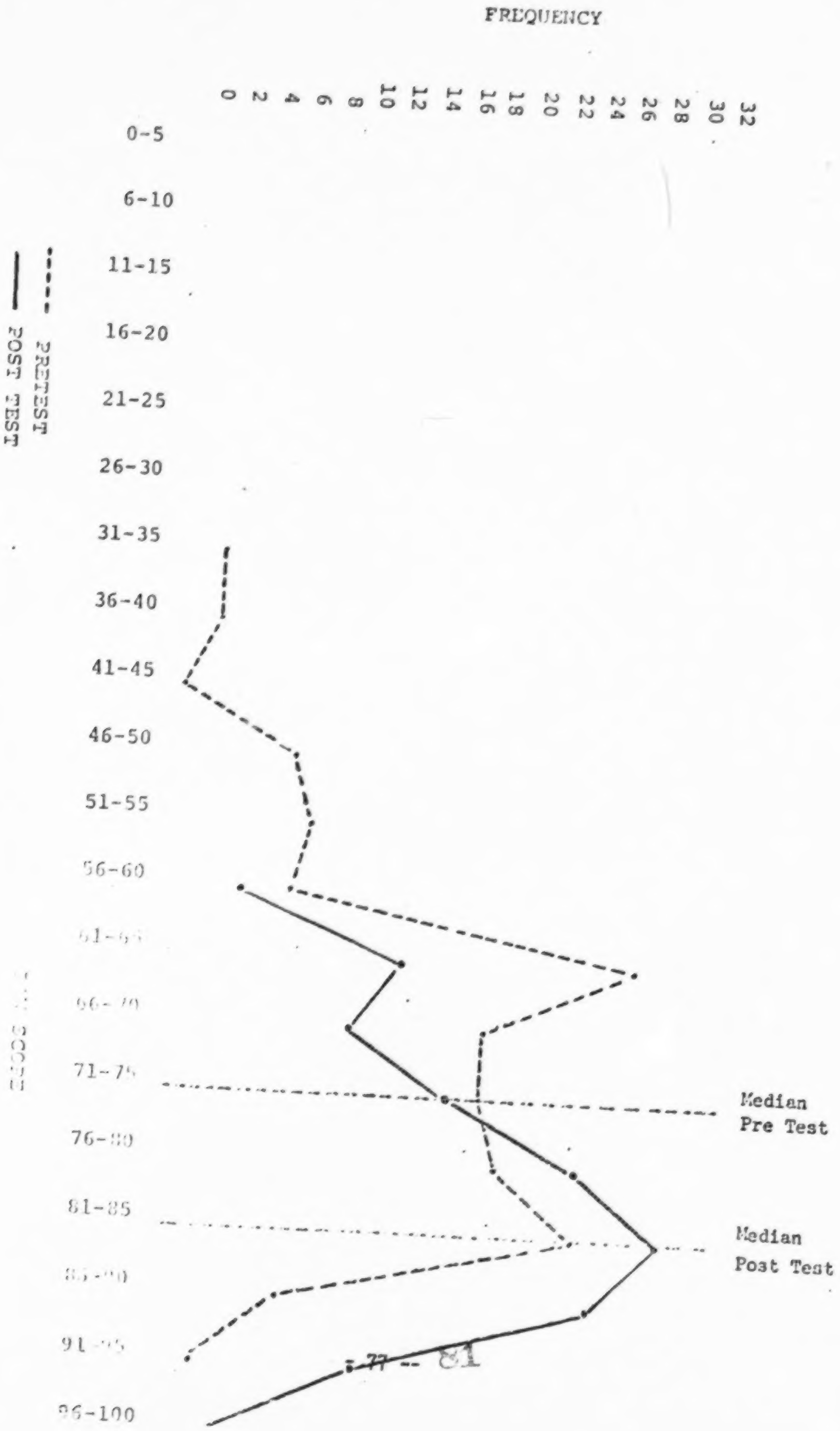
FREQUENCY
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PRETEST
POST TEST
SCORE
0-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-100
Median
Pre Test
Median
Post Test

While interviewing several of the counselors, they indicated that the knowledge and interest which the child gained last summer is a good springboard for counseling interviews this school year. They feel that the knowledge gained will help the student and parent to make a wiser choice of vocational courses in high school.

RECOMMENDATIONS

From the contacts which the consultants made--by personal contact and interview, on the site observations, and answers to questionnaires, it appears that everyone involved with the Summer Vocational Exploratory Program for 7th Grade Students was quite enthusiastic and complimentary. The people who were involved and have been contacted are students, parents, executives in business and industry, counselors, classroom teachers, vocational teachers, and administrators. It certainly appears that any project so unanimously approved should continue. Following are a few thoughts which should be investigated when making plans for the summer program of 1972.

The program should be enlarged to take in more students if possible funds are available.

Instead of one six-week session, two three-week sessions or better still two four-week sessions might be held. This would involve more students and counselors.

Much care should be given well in advance of the program to have a well developed course of study worked out for each vocational area.

Extreme care should be used in getting students assigned to the sections in which they are interested.

Add a section or two which would be of greater interest and importance to girls.

Develop a certificate for students completing the program.

Some Typical Remarks Taken From Various Questionnaires:

Great--We were very pleased. Transportation was dependable. (Parent)

I thought the program was very successful and my son learned a great deal. (Parent)

My son did not want to miss a day--he was most enthusiastic. (Parent)

I knew my child enjoyed it because every evening she would come home and talk about it. (Parent)

I enjoyed the program and it was very interesting. (Student)

Wonderful. (Parent)

A thoughtful means of introducing different vocations to the children. (Parent)

If every boy was as excited as our son was about the program--I only hope more boys will have the opportunity to be in this program next year. (Parent)

Two three-week sessions. (Vocational teacher)

The summer program was profitable. (Counselor)

I believe this is a very good program. More students need this type of experience. (Vocational teacher)

Pupils seem more interested in school work after attending summer classes. (Teacher)

Increase in self-referrals regarding vocations. (Counselor)

SUMMER EXPLORATORY VOCATIONAL EXPERIENCE

Objectives:

1. To establish the relationship of school to the world of work.

2. To expose the students to the many basic trades in the world of work.

3. Introduce to the students the various levels of job opportunities available to them in the Indianapolis area.

All of these objectives are to be included in this evaluation. During the school year 1970-71, students in the seventh grade were told of the summer program. The program was placed on a voluntary basis, with applications accepted from all interested students.

The number of applications was so great, approximately 3,000, that the applications had to be screened. Applicants were accepted upon the recommendation of the students teachers and counselors. A total of 300 students were selected from the Model Cities area schools.

The students selected were from the low socioeconomic level repre-snetative of the Model Cities area. Students were selected who from past school records indicated that they would be regular in attendance, and would benefit most from the program.

Even with the method of selection used, a drop-out rate of fourteen percent was realized. The average daily attendance was higher than the drop-out rate would indicate, approximately 80%.

When it was determined that a student had dropped out of the program, an alternate was admitted to the program at the beginning of the next week.

The 300 students were divided into two groups of 150 each. The first group attended in the morning from 8:00 to 10:30. The second group attended from 10:30 to 1:00. The classes lasted for a period of six weeks.

The trades covered were the following:

Building Trades
Electrical Trades
Business Education
Auto Trades
Metal Trades
Home Economics
Graphic Arts
Drafting

Field trips to local industries were planned each week.

As each student was exposed to the various trades, he was shown films and slides of people involved in the trades and the professions connected with them. They were shown the peaks they could rise to with adequate training and education. Guest speakers were also used to increase interest in the trades.

A hands-on approach was used in the workshop portion of each day. This allowed the student to obtain a personal feeling for the work and skill involved.

A true and false test covering the world of work was given at the beginning and at the end of the six week period. (Enclosure 1) A questionnaire was mailed to the home of each of the students completing the program. The questionnaire (Enclosure 2) was to be filled out by the parent with the help of the student.

The number of questionnaires returned was greater than would be expected, thirty-seven. The first two questions concerning what the parent and child thought of the program were answered with great enthusiasm, and praise for the program.

Questions three and four which questioned the meaningfulness of the classes could be divided by sex very easily. The boys liked the building trades and auto mechanics; the girls liked the business education and foods. There were no students who did not like the entire program.

Suggestions for next year were mostly concerning the time of the classes. The ones who went in the morning would have liked the afternoon, and the ones who went in the afternoon would have preferred the morning. The biggest other suggestion was that more time be allowed for work in the shop.

Other comments concerning the program were to make the program available to all students in the city; include more girls in the program; classify the trades to boys or girls, no girls in auto mechanics; extend the classes over a longer period.

To further evaluate the program, a questionnaire was given to each of the teachers and counselors, enclosure 3. In answer to the questions, the answere were as expected; the summer program was profitable; the guidance time was adequate; the shop period was adequate; the teachers had sufficient materials; the shop teachers held the attention of a majority of the students; the guidance teacher captured the interest of the students.

The teachers and counselors were not sparing with their suggestions for the coming year. The following are suggestions that three or more made:

ENCLOSURE 1

DIRECTIONS: Check the line after each question that applies.

	TRUE	FALSE
1. You should take a friend with you when you go for a job interview.	______	______
2. A machinist should always wear a necktie to enhance his personal appearance.	______	______
3. A seventeen year old boy who does not attend school does not need a work permit.	______	______
4. You may obtain a work permit at the Central School Office.	______	______
5. Social security is important to a person only if he reaches 65 years old and retires.	______	______
6. An Indiana state law requires that safety glasses or goggles be worn by all students in any class where grinding materials are being used.	______	______
7. A boy may learn to be a brick layer in the Indianapolis school system.	______	______
8. Most apprentice programs are four years long.	______	______
9. Clear goggles provide adequate eye protection while welding.	______	______
10. Gloves may be worn while operating moving machinery.	______	______
11. A boy may operate a machine in a factory when he is 17 years old.	______	______
12. A person may have a social security card anytime after he is born.	______	______
13. A power tool may be safely operated by two people working together.	______	______
14. A chisel should not be used to open a paint can.	______	______
15. Pliers are made to remove or install machine bolts.	______	______
16. All persons need a high school education before they can get a job.	______	______

		TRUE	FALSE
17.	Certain students in high school may work part time and receive pay and school credit for the work.	____	____
18.	One of the fastest growing areas of employment is data processing.	____	____
19.	Your record in school is not important after you finish school.	____	____
20.	Abilities and interests mean the same thing.	____	____
21.	Five years after a student graduates from high school, his school records are destroyed to make room for new records.	____	____
22.	If your boss tells you your salary will be $80 a week you can expect to take home $80 per week.	____	____
23.	Fringe benefits refer to vacation with pay, insurance paid by company, bonus, etc.	____	____
24.	Social security tax is deducted from your pay check to help finance the payroll department.	____	____
25.	An unskilled worker usually makes less money than a skilled worker.	____	____
26.	The pressure in a pressure cooker must be down before removing the lid.	____	____
27.	Vocational education prepares a student for a specific job after graduation from high school.	____	____
28.	The cost of labor involved in repairing a minor problem in a piece of machinery may be high in relation to the cost of the parts needed.	____	____
29.	Cars are usually painted with a paint brush.	____	____
30.	Filling out a job application properly is important in getting a job.	____	____
31.	A pattern is usually used in making a dress.	____	____
32.	Most good chefs use a recipe.	____	____

	TRUE	FALSE
33. You should know what product a company makes before seeking a job with that company	______	______
34. A patternmaker makes the pattern which is used in a foundry to make an object.	______	______
35. Small objects should be held in a drill vise while drilling a hole.	______	______
36. Gross pay is the same as take home pay.	______	______
37. Architects design buildings.	______	______
38. All companies have the same fringe benefits	______	______
39. A cartographer makes carts.	______	______
40. Red, blue, yellow, and black are the colors used in the 4-color printing process.	______	______
41. Red, blue and green are used to produce color in a TV set.	______	______
42. A boy or girl can learn to be an electrician in the Indianapolis school system.	______	______
43. There are over 23,000 different occupations to choose over.	______	______
44. An understanding of basic math is needed in most occupations.	______	______
45. Being on time everyday to school is important to future success.	______	______
46. Artificial respiration may be needed if a person receives a bad electrical shock.	______	______
47. Hairnets may be required to be worn by persons with long hair while operating rotating machinery..	______	______
48. An apprentice receives pay while training for a job.	______	______
49. Hands should not be used to brush away chips from any machine.	______	______

		TRUE	FALSE
50.	All labor laws pertaining to working teenagers are the same in all states.	______	______
51.	You should never have more than one social security number.	______	______
52.	Collective bargaining means that a union has sent some of its men to talk with an employee.	______	______
53.	Hot steel looks like cold steel.	______	______
54.	Girls can enter most trades.	______	______
55.	A vocational certificate may be earned with a diploma.	______	______
56.	A passing grade on a state test must be made before a person can be licensed as a barber, beauty operator, or TV serviceman.	______	______
57.	Accuracy is more important than speed in typing.	______	______
58.	A secretary should be a good speller.	______	______
59.	Professional and technical occupations are not expected to grow rapidly during the next few years.	______	______
60.	The work of carpenters cannot be divided into two general classes - rough and finish	______	______
61.	Business skills are not in demand and they are not likely to continue.	______	______
62.	A successful business career requires sound knowledge of fundamentals and principles.	______	______
63.	Many high school graduates find beginning employment in clerical work.	______	______
64.	A refrigeration-air conditioning mechanic must like to work on complicated mechanical equipment with tools and test equipment.	______	______
65.	Almost all job applications are a history of the applicant - his education, work experience, and his personality traits.	______	______

	TRUE	FALSE
66. The drop-out is the first to be hired and the last to be fired.	____	____
67. Carpentry is a building trade.	____	____
68. The five areas of metal trades are foundry, machine shop, sheet metal, patternmaking, welding.	____	____
69. Employers do not hire on a basis of attitude, appearance and personal traits but only on school records.	____	____
70. There is little opportunity for a girl to become an accountant	____	____
71. For the next 20 to 30 years, there will be a shortage of administrators.	____	____
73. There are male secretaries.	____	____
74. It is important for men to know how to type.	____	____
75. Employers are not interested in your school records.	____	____
76. All persons should go to college if they expect to get a good job.	____	____
77. Most new employees are hired in an entry level job.	____	____
78. The stenographer is engaged only in stenographic duties.	____	____
79. The engineer is much more important than the clean-up man.	____	____
80. Stenographers play an important role in almost all businesses.	____	____
81. Men should know how to cook.		
82. Printing is not an important occupation in today's society.	____	____

	TRUE	FALSE
83. You can expect to put in forty to fifty years of your life on a job.	____	____
84. Proper selection of high school courses is not important.	____	____
85. Home economics is only for girls who are going to be housewives.	____	____
86. More women are employed outside the home than ever before.	____	____
87. There are more workers in manufacturing than in any other field of work.	____	____
88. Personal references are a part of an application form.	____	____
89. There are more farmers today than there were 40 years ago.	____	____
90. Your past work record is not important when applying for another job.	____	____
91. White collar jobs always pay more than blue collar jobs.	____	____
92. One out of every three employees is a woman.	____	____
93. Reading the Help-Wanted Ads in a newspaper is a good way to find a job.	____	____
94. When a girl marries, she won't have to work.	____	____
95. People who work with their hands make up more than half the U.S. labor force.	____	____
96. The armed forces offers many good life-time careers.	____	____
97. A person should not consider his own abilities and interests when preparing for a job.	____	____
98. When you have a problem, you should not tell anyone about it.	____	____

	TRUE	FALSE
99. A girl may learn to be a beautician while she is a high school student in Indianapolis.	_____	_____
100. Your success in life depends mostly upon how hard you want to work to achieve success.	_____	_____

ENCLOSURE 2

7th Grade Vocational Exploratory Program

1. What did you think of the program? ____________________

____

2. What did your child think of the program? ____________________

____

3. Which class or classes do you think were the most meaningful? ____________________

____

4. Which class or classes were not so meaningful? ____________________

____

5. What do you think could or should be changed next year to better the program? ____________________

____

____

Other Comments ____________________

____

____

I hope to hear from you soon. Please return this questionnaire to Mr. Raymond Winegard, SCIPS Building, Room 206, 901 N. Carrolton Ave., Indianapolis, Ind. 46204. Thank you for your help.

ENCLOSURE 3

SUMMER SCHOOL VOCATIONAL EXPLORATORY PROGRAM
TEACHERS AND COUNSELORS

	Yes	No
1. Do you think the summer program was profitable?		
2. Was guidance time adequate? ______ too short? ______ too long? ______		
3. Was shop period adequate? ______ too short? ______ too long? ______		
4. Did teachers have sufficient materials?		
5. Did shop teachers hold interest of majority of students?		
6. Did guidance teacher capture interest of students?		

What suggestions would you have for improving the program? What changes do you feel necessary for next year? (Use reverse side if more space needed)

1. Change to two three week or two four week sessions - 10
2. Allow a minimum of 3 days in each area - 3
3. Closer relation of field trips to instruction area - 3
4. Develop a certificate of achievement or give T-shirts or sweat shirts for achieving certain goals - 3

Every teacher and counselor indicated that they would like to participate in the program next year. By working in the summer program, the counselors felt they had a better understanding of the needs of the students. Their participation in the program should benefit all of the students they will be counseling this year and following years.

All students who did not participate in the summer program make up the control group for this program. As the students progress into a high school, a comparison of grades, drop-out percentages, and school attitudes can be made between the students who participated in the program against the ones who did not. All other aspects of school should be similar enough for all of the students to make the summer program the outstanding influence on the students who attended.

The summer exploratory vocational experience does fill a void in the educational process. The void is being filled for only 300 students a year as the program is now conducted. Steps should be taken to enlarge the program, either by a greater contribution of funds from the State of Indianapolis School System or by diverting of funds allocated to this overall program from areas that are not proving as successful.

A certificate of completion or some token of accomplishment should be given all students who complete the program. A visible indication of accomplishment will increase the value of the program in the eyes of the students.

Increasing the time the students spend in the program each day could easily present problems in discipline due to loss of interest. A careful analysis of the program would probably highlight areas of little value to the program that could be eliminated to provide additional shop time or time for tours.

A greater responsibility for maintaining records of the students progress and abilities in the program should be required of both the instructors and counselors. A detailed report should be prepared at the end of the summer by the instructors and counselors, with recommendations for improving the program. The form which was used last year does not indicate the persons connection with the program, nor does it indicate the effort, problems, and attitude of the individuals.

The form sent home to the parents should be sent toward the end of the program, but in time for the counselors to follow-up on them to insure their return.

This summer program can and should be generalized for use in any metropolitan school system that has schools in a low socioeconomic area such as the Model Cities Area of Indianapolis.

Statistical Analysis Relating to Occupational Preparation Program

The stated objectives of this evaluation were to determine the nature of the students in the experimental project, to collect and evaluate selected measures of behavior which are intended to indicate the impact of the program on the behavior of students, and to identify components of the program which are effective in changing behavior.

With these objectives in mind this section contains two types of information: tables of statistical information, and paragraphs of written information intended to assist the reader in the interpretation of the statistical material. In general, the written portion follows the tables of statistical write-up.

In addition, this section is divided into two major sections, each dealing with a particular type of information. The first section reports the analysis of the biographical information. The second section reports the analysis of measures of behavior which reflect program impact.

COMPARISON AND ANALYSIS OF BIOGRAPHICAL DATA

The biographical data was collected to learn as much as possible about the students. This could be considered base-line information useful for planning innovative experiences and for guiding assumptions regarding program impact.

SELECTION OF PARTICIPANTS

The participants in the Occupational Preparation Program were selected by the school counselors based on their need. All students were classified as "potential drop-outs." The evidences of "potential" were: poor attendance, below grade-level achievement and over age for grade level. At the time of data collection there were 35 students participating in the program.

The control group used for comparative purposes were students who had been identified by counselors as "potential drop-outs," but who were not participating in the program due to limitations of space, staff, and equipment.

The initial assumption was made that the students were from the same population.

Table 4. A Description of the Experimental and Control Groups Based on Sex

Sex	Experimental	Control
Male	48.8%	57.9%
Female	51.2%	42.1%

X^2=.1593 1 degree of freedom

Table 5. A Description of the Experimental and Control Groups Based on Age

Age on Last Birthday	Experimental	Control
13	00.0%	00.0%
14	40.8%	46.1%
15	49.4%	53.9%
16	10.8%	0.0%
17	0.0%	0.0%

X^2=2.7115 4 degrees of freedom

Table 6. A Description of Experimental and Control Groups Based on Course of Study Planned

Type of Course	Experimental	Control
Academic		1.1%
Vocational	32.4%	5.1%
General	13.4%	23.4%
Other	5.1%	13.0%
Undecided	49.1%	57.4%

X^2=32.6565 3 degrees of freedom

** Significant at the .01 level

Table 7. A Description of the Experimental and Control Groups Based on Length of Time Lived in the Neighborhood

Length of Time	Experimental	Control
Less than seven months	4.7%	2.6%
Seven months to two years	4.7	15.8
More than two years, less than 5	16.4	14.5
More than five years	74.2	67.1

X^2=7.6259 3 degrees of freedom

Table 8. A Description of the Experimental and Control Groups Based on With Whom They Live

With Whom They Live	Experimental	Control
Natural Parents	34.6%	24.0%
Father Only	6.2%	0.0%
Mother Only	11.3%	5.4%
One Parent and One Step-parent	11.7%	9.2%
Grandparents or Relatives	4.8%	5.2%
Foster Parents	2.3%	6.6%

X^2=12.8642 8 degrees of freedom

Table 9. A Description of the Experimental and Control Groups Based on the Marital Status of Their Natural Parents

Marital Status of Natural Parents	Experimental	Control
Presently Married to Each Other	61.5%	61.3%
Presently Divorced or Separated	23.8	20.0
Deceased (One or Both)	13.1	8.0
Unknown	1.6	10.7

X^2=3.4318 3 degrees of freedom

Table 10. A Description of the Experimental and Control Groups Based on What They Plan to be Doing One Year after Completing School

Plans One Year After Completing School	Experimental	Control
Attending a Four Year College	1.2%	1.0%
Attending a Two Year College	1.6	1.7
Attending a Vocational School	12.4	10.7
Working At a Full-Time Job	48.8	43.1
In the Armed Services	10.7	13.9
Married and Not Employed	12.6	10.8
Other	12.7	18.8

X^2=2.5821 6 degrees of freedom

Table 11. A Description of the Experimental and Control Groups Based on the Number of Brothers and Sisters

Number of Brothers and Sisters	Experimental	Control
None	3.2%	3.9%
One	3.2	6.6
Two	16.9	9.2
Three	16.1	14.5
Four	15.3	17.1
Five	10.5	6.6
Six or More	34.7	42.1

X^2=8.3894 6 degrees of freedom

Table 12. A Description of the Experimental and Control Groups Based on the Number of Times a Grade Was Repeated

Number of Times a Grade Was Repeated	Experimental	Control
None	7.6%	9.4%
One	37.6	33.7
Two	32.4	33.9
Three	11.8	10.0
Four or Five	9.8	9.1
Unknown	0.8	3.9

X^2=8.9123 6 degrees of freedom

Table 13. A Description of the Experimental and Control Groups Based on the Home Type and Ownership

Home Type and Ownership	Experimental	Control
Townhouse	0.0%	0.0%
Apartment	5.6	9.2
Multiple-Family House	16.9	18.4
Single Family House-Rental	29.8	21.1
Single Family House-Owned	47.6	51.3

X^2=7.6674 4 degrees of freedom

Table 14. A Description of the Experimental and Control Groups Based on Membership in School Sponsored Clubs, Activities, and Organizations

Number of School Clubs, Activities and Organizations	Experimental	Control
None	61.0%	50.0%
One	20.3	27.0
Two	11.4	9.5
Three	4.3	10.8
Four	0.1	0.3
Five or More	0.2	0.0

X^2=12.4963 5 degrees of freedom

Table 15. A Description of the Experimental and Control Groups Based on the School, Leadership Positions Held During the Last School Year

Number of Offices and Leadership Positions Held	Experimental	Control
None	78.2%	66.7%
One	13.7	18.7
Two	8.0	12.0
Three	0.0	2.7
Four or More	0.0	0.0

$X^2=3.9760$ 4 degrees of freedom

Table 16. A Description of the Experimental and Control Groups Based on the Hours of Work Performed Per Week on a Job Outside of School

Hours Per Week Worked Outside of School	Experimental	Control
None	74.6%	73.0%
One-Four	4.1	2.7
Five-Eight	11.5	20.3
Nine-Twelve	4.9	2.7
Thirteen-Sixteen	1.6	0.0
Seventeen-Twenty	4.0	1.4

$X^2=8.7203$ 5 degrees of freedom

Table 17. A Description of the Experimental and Control Groups Based on the Kinds of Tasks Performed at Home

Kinds of Tasks Performed at Home	Experimental	Control
None	3.1%	2.6%
Wash Dishes	46.0	52.6
Make Their Own Bed	39.0	29.0
Clean the House	52.0	57.9
Take Out the Trash	46.8	38.1
Clean up the Yard	52.1	38.3
Mow the Lawn	67.1	60.5
Others	0.0	0.0

X^2=1.5939 1 degree of freedom

Table 18. A Description of the Experimental and Control Groups Based on the Number of Hours per Week Worked at Home

Number of Hours Per Week Worked at Home	Experimental	Control
One-Two	33.6%	33.8%
Three-Four	16.8	23.0
Five-Six	13.4	17.6
Seven-Eight	10.1	8.1
Nine-Ten	12.0	5.4
More than Ten Hours	13.4	12.2

X^2=3.6533 5 degrees of freedom

Table 19. A Description of the Experimental and Control Groups Based on the Pay Received for Tasks Done at Home

Pay Received for Work At Home	Experimental	Control
Yes	49.2%	66.2%
No	50.8	33.8

X^2=1.3402 1 degree of freedom

Table 20. A Description of the Experimental and Control Groups Based on Allowance Received at Home

Allowance Received At Home	Experimental	Control
Yes	69.7%	60.5%
No	30.3	39.5

X^2=3.5502 1 degree of freedom

Table 21. A Description of the Experimental and Control Groups Based on the Place of Employment of the Father

Place of Employment of the Father	Experimental	Control
Office	5.6%	1.5%
Farm	0.9	1.5
Factory	43.5	46.2
Store	2.8	3.1
Construction	8.3	10.8
Door-to-Door Sales or Deliveries	3.7	1.5
Others	35.2	35.4

X^2=4.3906 6 degrees of freedom

Table 22. A Description of the Experimental and Control Groups Based on the Education of the Father

Education of the Father	Experimental	Control
Completed Advanced Degree(s)	0.0%	0.0%
Completed Four Years of College	3.4%	0.0
Attended 1-3 Years of College	6.8	4.9
Completed 4 years of High School	29.5	14.8
Attended 10 or 11 years of School	10.2	13.1
Attended 7 to 9 Years of School	30.0	46.0
Attended 6 or Less Years of School	20.5	21.3

$X^2 = 11.2326$ 6 degrees of freedom

Table 23. A Description of the Experimental and Control Groups Based on the Employment of the Mother Outside the Home

Mother Employed Outside the Home	Experimental	Control
Yes	43.1%	38.4%
No	56.9	61.6

$X^2 = 3.7868$ 3 degrees of freedom

Table 24. A Description of the Experimental and Control Groups Based on the Place of Employment of the Mother

Place of Employment of Mother	Experimental	Control
Office	23.5%	19.4%
Factory	37.3	54.8
Store	7.8	9.7
Other	31.4	16.5

$X^2 = 3.8878$ 3 degrees of freedom

Table 25. A Description of the Experimental and Control Group Based on the Education of the Mother

Education of the Mother	Experimental	Control
Completed Advanced Degree(s)	0.0%	1.5%
Completed Four Years of College	2.6	2.9
Attended 1-3 years of College	2.6	0.0
Completed 4 Years of High School	28.2	29.4
Attended 10 or 11 Years of School	29.5	20.6
Attended 7-9 Years of School	25.6	30.9
Attended 6 or Less Years of School	11.5	14.7

X^2 =20.6921 5 degrees of freedom

Of considerable interest, although not statistically significant, is the fact that 16 year olds are found in the experimental group, but have dropped out of the control group.

The first significant difference is shown in Table 6, where a statistically significant larger number of students in the experimental group plan academic and vocational courses of study. This could be interpreted as some measure of level of aspiration.

As shown in Table 7, the experimental group has a larger percent of recent arrivals and long-term residents than does the control group. In Table 8, one discovers that a fairly large percentage of both groups live in broken homes of one type or another.

The next table which depicts a difference of any real size is Table 14. While the size of this difference is not large, it is of importance to note that in general, neither group join school clubs in large percentages. As might be anticipated, neither group is strong on demonstrated leadership of organized groups.

Large percentages of both groups report working outside of school. No apparent pattern is obvious in tasks performed at home and most students work less than one hour per day at home.

Table 21 shows that most students' fathers are employed in factory jobs, and Table 22 shows most fathers failed to complete high school, however, the groups were very similar in both respects. Table 23 shows that only about one-third of the mothers work outside the home, and Table 25 shows a slightly higher educational level for mothers.

With only two exceptions, the experimental and control groups were found to be the same as assumed at the start of the study.

Table 26. Comparison of the Experimental and Control Groups Based on the Program Impact Measures

Variable	Experimental Group		Control Group		
	Mean	Std. Dev.	Mean	Std. Dev.	
Morale*1	27.084	1.030	29.06	1.146	1.146**
Attitude*2	6.873	3.711	5.190	3.085	560**
Motivation*3	38.069	3.641	7.667	3.004	1.674**

**Significant at the .05 level.

1. The Student Opinion Poll was the instrument used
2. The Remmers Purdue Master Attitude Scale was the instrument used
3. The LOC Scale was the instrument used

Impact of Program Variables

In order to evaluate the impact of the model program, a change in behavior was established as the criterion. Several areas of behavior were established as being crucial to the impact of the model experiences. The deep-seated behavior pattern called "morale," was one such measure. Attitude toward school was investigated for indications of change. The area deemed crucial in the literature cited in the bibliography of this study, that of motivational level, was given equal attention.

It is important to remember that it was assumed that these measures of behavioral changes were essential to determination of impact of the experimental model program.

The mean scores and their comparisons, as shown in Table 26 represent the impact of the program. The results of all tests are expressed as mean scores.

All of the three measures yielded mean scores which indicated significant differences between the two groups. The attitude, morale, and motivation were all significantly different at the .05 or higher level of significance. Hence, we would be led to conclude that the behavior of the students in the Occupational Preparation Program is being changed as measured by a change in attitude, a higher morale, and an increase in level of motivation. Of considerable significance is the fact that 30.8% of the experimental group is 16 years of age while there are no 16 year olds in the non-participating group. We are left to conclude that they have already been lost from the population.

PROJECT RECOMMENDATIONS

a. Elementary Counseling

    1. Provide a broad specturm of curriculum support materials for elementary counselors and teachers concerning occupational awareness.

    2. Increase the articulation and communication between elementary counselors, teachers and the junior high school counselors.

b. Junior High School Exploratory Program

    1. The pupil to counselor ratio should be reduced to an operational proportion of 300 students to one counselor as a maximum.

    2. An extension of the existing career materials needs to be developed and readily available to classroom teachers.

    3. Provide summer exploratory experiences to more students and involve more vocational teachers in counseling.

    4. Field trips need to be related more to students' specific interests.

c. Placement of Counselors in Industry

    1. The number of counselors involved in industrial activities should continually be expanded.

    2. A more systematic program of publicity needs to be implemented.

d. Occupational Preparation Program

    1. The number of career areas being offered in the special project on the Tech campus should be expanded. Areas to consider might include: health, small motors mechanics, landscaping and ground maintenance, and appliance repair.

    2. The number of students participating should be increased to include a larger percentage of those in need of special assistance.

    3. Basic communication skills should be included as a part of the project curriculum since students are not attending these classes which are a part of the regular school program.

    4. Add special education, remedial and/or communications support personnel to the special project staff.

    5. Conduct field trips to potential employers for students interested in seeking employment in that type of career.

    6. Increase the percentage of students successfully placed in job entry employment or into the regular school academic or vocational program.

    7. Increase the liaison between regular school administrators and counselors with the special project staff and their support personnel.

    8. Provide clerical support for the special project staff.

    9. Increase the follow-up of students who leave the program regardless of their reason.

10. In light of the first year of operation and the evaluation of impact, the project staff should revise their objectives, goals, and operational procedures.

e. Organization and Administration

1. Counselors should be encouraged to continue their training and professional improvement through workshops, in-service training and/or credit courses.

2. The goals, objectives and successes of the project should be communicated to the rest of the school staff and to the concerned public.

3. The objectives of the overall project should be revised in light of the first year's operation and evaluation.

4. An advisory committee should be formed to advise and support the operation of the project.

PROJECT CONCLUSIONS

The program has hielded numerous areas of success in spite of its short time of one year operation. The effectiveness of this program is expected to increase each year as elementary school students progress through their formal education. Another factor warranting consideration is that the experiences of the program staff will strengthen with program involvement. Additional measures of program success are self-evident in the statistical analysis of program date. In light of the above conclusions, it is apparent that this project should continue to be funded.

(f) Conclusions, implications, and recommendations for the future.

The evaluation team made the following recommendations and conclusions:

a. Elementary Counseling

1. Provide a broad spectrum of curriculum support materials for elementary counselors and teachers concerning occupational awareness.

2. Increase the articulation and communication between elementary counselors, teachers and the junior high school counselors.

b. Junior High School Exploratory Program

1. The pupil to counselor ratio should be reduced to an operational proportion of 300 students to one counselor as a maximum.

2. An extension of the existing career materials needs to be developed and readily available to classroom teachers.

3. Provide summer exploratory experiences to more students and involve more vocational teachers in counseling.

4. Field trips need to be related more to students' specific interests.

c. Placement of Counselors in Industry

1. The number of counselors involved in industrial activities should continually be expanded.

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d. Occupational Preparation Program

1. The number of career areas being offered in the special project on the Tech campus should be expanded, areas to consider might include: health, small motors mechanics, landscaping and grounds maintenance, and appliance repair.

2. The number of students participating should be increased to include a larger percentage of those in need of special assistance.

3. Basic communication skills should be included as a part of the project curriculum since students are not attending these classes which are a part of the regular school program.

4. Add special education, remedial and/or communications support personnel to the special project staff.

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6. Increase the percentage of students successfully placed in job entry employment or into the regular school academic or vocational program.

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8. Provide clerical support for the special project staff.

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10. In light of the first year of operation and the evaluation of impact, the project staff should revise their objectives, goals, and operational procedures.

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1. Counselors should be encouraged to continue their training and professional improvement through workshops, in-service training and/or credit courses.

2. The goals, objectives and successes of the project should be communicated to the rest of the school staff and to the concerned public.

3. The objectives of the overall project should be revised in light of the first year's operation and evaluation.

4. An advisory commiteee should be formed to advise and support the operation of the project.

The program has yielded numerous areas of success in spite of its short time of one year operation. The effectiveness of this program is expected to increase each year as elementary school students progress through their formal education. Another factor warranting consideration is that the experiences of the program staff will strengthen with program involvement. Additional measures of program success are self-evident in the statistical analysis of program date. In light of the above conclusions, it is apparent that this project should continue to be funded.

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1 4

APPENDIX

INDIANAPOLIS PUBLIC SCHOOLS
DAY HIGH SCHOOL
VOCATIONAL-TECHNICAL
and
PRACTICAL ARTS COURSES

		Arlington High School	Arsenal Technical High School	Broad Ripple High School	Crispus Attucks High School	Emmerich Manual High School	Geo. Washington High School	Harry E. Wood High School	John Marshall High School	Northwest High School	Shortridge High School	Thomas Carr Howe High School	Adult Day High School
	BUSINESS EDUCATION												
1.	Bookkeeping	X	X	X	X	X	X	X	X	X	X	X	X
2.	Business Law	X	X	X	X	X			X	X	X	X	X
3.	Computer		X										X
4.	Filing	X	X		X	X	X	X			X	X	
5.	Intro. to Data Proc.	X	X		X	X	X	X	X		X	X	
6.	Key Punch		X										X
7.	Merchandising	X		X			X		X		X		
8.	Office Machines	X	X	X	X	X	X	X	X	X	X	X	
9.	Sales (Cashiering*)	X	*X		X	X		X	X	X		X	
10.	Shorthand	X	X	X	X	X	X	X	X	X	X	X	X
11.	Typing	X	X	X	X	X	X	X	X	X	X	X	X
	AUTO TRADES												
12.	Airplane Frame		X										
13.	Auto Body Repair		X		X			X					
14.	Auto Mechanics		X		X	X	X	X	X				
15.	Auto Service Station							X					
16.	Auto Tune-up (Elect.)		X			X	X						
17.	Aviation Mechanics		X										
18.	Engine Rebuilding		X										
19.	Power Mechanics	X							X	X			
	BUILDING TRADES												
20.	Cabinet Making		X			X			X				
21.	Carpentry		X		X		X		X	X			
22.	Masonry		X		X								
23.	Painting & Decorating		X										
24.	Plumbing		X										
25.	Sheet Metal		X						X				
26.	Woodworking	X		X	X	X	X	X	X	X	X	X	
	ELECTRICAL TRADES												
27.	Electrical Maintenance		X										
28.	Electricity	X	X	X	X	X	X	X	X	X	X		
29.	Electronics		X	X	X	X	X	X	X	X	X		
30.	Radio-TV Repair		X										
	METAL TRADES												
31.	Foundry		X										
32.	General Metals	X		X	X	X		X	X	X	X	X	
33.	Machine Shop		X		X	X	X						
34.	Patternmaking		X										
35.	Welding		X										

(Day -2-)

		AHS	ATHS	BRHS	CAHS	EMHS	GWHS	HEWHS	JMHS	NHS	SHS	TCHHS	AD. DAY HS
	PRINTING TRADES												
36.	Graphic Arts	X		X		X			X	X			
37.	Layout-Stripping		X				X				X		
38.	Offset-Camera		X			X	X				X		
39.	Offset-Printing	X	X		X	X	X	X		X	X	X	
40.	Printing-Composition		X				X				X		
41.	Printing-Letter Press	X	X		X	X	X	X		X	X	X	
	SERVICE TRADES												
42.	Barbering							X					
43.	Beauty Culture				X			X					
44.	Cleaning & Pressing				X			X					
45.	Commercial Foods		X					X					
46.	Horticulture							X					
47.	Refrigeration		X										
48.	Shoe Repair				X			X					
49.	Tailoring				X								
	COOP. EDUCATION												
50.	Cooperative Office Ed.	X			X			X					
51.	Distributive Education		X	X	X		X	X	X	X			
52.	Industrial Cooperative Tr.		X		X		X	X	X				
	DRAFTING												
53.	Architectural Drafting	X	X	X	X	X	X	X	X	X	X	X	X
54.	Machine Drafting	X	X	X	X	X	X	X	X	X	X	X	X
55.	Mechanical Drawing	X	X	X	X	X	X	X	X	X	X	X	X
	ART												
56.	Commercial Art	X	X			X	X			X	X	X	
57.	Jewelry Making	X	X	X	X	X	X	X	X	X			
58.	Photography		X		X			X		X			
59.	Sign Painting	X	X		X		X			X	X		
60.	Stagecraft		X		X	X		X	X	X	X		

INDIANAPOLIS PUBLIC SCHOOLS
EVENING
VOCATIONAL-TECHNICAL
and
PRACTICAL ARTS COURSES

		Arsenal Technical High School	Broad Ripple High School	Crispus Attucks High School	Emmerich Manual High School	Geo. Washington High School	Northwest High School	Thomas Carr Howe High School	Mallory Technical Institute
	BUSINESS EDUCATION								
1.	Bookkeeping	X	X	X	X	X	X	X	
2.	Data Processing	X							X
3.	Filing	X							
4.	Intro. to Data Proc.	X							
5.	Key Punch	X							X
6.	Medical Secretary				X	X			
7.	Office Machines	X		X	X	X	X	X	
8.	Shorthand	X	X	X	X	X	X	X	
9.	Typing	X	X	X	X	X	X	X	
	AUTO TRADES								
10.	Airplane Frame	X							
11.	Airplane Mechanics	X							
12.	Auto Body Repair	X		X					
13.	Auto Mechanics	X	X	X	X	X			
14.	Auto Tune-up	X				X			
15.	Automatic Trans. Service								X
16.	Brake - Front End	X							
17.	Engine Rebuilding	X							
18.	Out Board Motor Service								X
19.	Small Gas Engines								X
	BUILDING TRADES								
20.	Cabinet Making	X							
21.	Furniture Refinishing			X	X		X		
22.	House Construction	X		X					
23.	Painting & Decorating								
24.	Plumbing	X							
25.	Sheet Metal	X							
26.	Upholstering		X		X	X	X	X	X
27.	Woodworking	X	X	X	X	X	X	X	
	ELECTRICAL TRADES								
28.	Commercial Radio	X							
29.	Electricity	X			X	X			
30.	Electronics	X			X	X			
31.	Radio Repairing	X		X					
32.	TV Service	X		X					

(Evening -2-)

		ATHS	BRHS	CAHS	EMHS	GWHS	NLS	TCHHS	Mallory Tech Institute
	METAL TRADES								
33.	General Metals		X						
34.	Heat Treating	X							
35.	Hydraulics	X							
36.	Machine Shop	X			X	X			
37.	Mechanics	X							
38.	Shop Math	X				X			
39.	Strength of Material	X							
40.	Surface Plate Layout	X							
41.	Tech. Report Writing	X							
42.	Tool & Cutter Grinding	X							
43.	Tool & Die Making	X							
44.	Welding	X			X				
	PRINTING TRADES								
45.	Layout-Stripping	X							
46.	Linotype	X							
47.	Offset-Camera	X							
48.	Offset-Printing	X							
49.	Printing-Composition	X							
50.	Printing-Letter Press	X							
	SERVICE TRADES								
51.	Air Conditioning								X
52.	Alterations	X							
53.	Appliance Repair - Large								X
54.	Appliance Repair - Small								X
55.	Cleaning & Pressing			X					
56.	Commercial Foods	X							
57.	Custodial Service								X
58.	Oil Burner Service								X
59.	Refrigeration	X							
60.	Res. Heating & Air Cond.								X
61.	Tailoring	X	X		X		X	X	
	COOP. EDUCATION								
62.	Cooperative Office Ed.								
63.	Distributive Education								
64.	Industrial Cooperative Tr.	X		X		X			
	DRAFTING								
65.	Architectural Drafting	X	X		X	X			
66.	Blue Print Reading	X			X	X			
67.	Machine Drafting	X	X	X		X			
68.	Mechanical Drawing	X			X	X		X	
69.	Tool & Die Design	X							
	ART								
70.	Commercial Art	X							
71.	Photography	X	X	X	X				
72.	Sign Painting				X	X			

INDIANAPOLIS PUBLIC SCHOOLS
FULL TIME ADULT
VOCATIONAL-TECHNICAL COURSES

		Mallory Technical Institute	School of Practical Nursing	Harry E. Wood High School
1.	Computer Programming	X		
2.	Computer Technology	X		
3.	Dental Assistant			X
4.	Drafting Technology	X		
5.	Electronic Technology	X		
6.	Medical Laboratory Assistant	X		
7.	Operating Room Technician	X		
8.	Practical Nursing		X	
9.	X-Ray Technician	X		

APPRENTICESHIP RELATED COURSES

		Arsenal Technical High School	Mallory Technical Institute
1.	Air Conditioning Servicemen		X
2.	Asbestos Workers	X	
3.	Bricklayers		X
4.	Carpenters		X
5.	Cement Finishers		
6.	Electricians	X	
7.	Iron Workers	X	
8.	Lathers		X
9.	Machine Repairman	X	
10.	Machinists	X	
11.	Mill wrights	X	
12.	Painters & Decoraters		X
13.	Patternmakers	X	
14.	Plasterers		
15.	Plumbers	X	X
16.	Printers	X	
17.	Refrigeration Servicemen	X	
18.	Roofers	X	
19.	Sheet Metal Workers	X	X
20.	Steamfitters	X	X
21.	Tool & Die Workers	X	
22.	Welders	X	

GUIDANCE INFORMATION SHEET APPENDIX B

NAME____
Last First Middle

ADDRESS____________________TELEPHONE__________SCHOOL__________

DATE OF BIRTH____________________CIRCLE BOY GIRL PRESENT GRADE______
Month Day Year

With whom do you live?____________________________________
Your own parents, aunt, mother and stepfather, stepmother
and own father, foster parents, grandparents, guardian, e

How many brothers?______sisters______How many still live at home?________

What school did you attend last semester?____________________

What subjects do you like best?____________________________

What subjects do you like least?___________________________

What subjects do you make your best grades in?______________

What high school do you plan to attend?____________________

Do you plan to graduate from high school?_____Yes _____No (Circle one)

If your answer to the above is "No," briefly explain what you plan to do when you leave school____________________________________

Father's employment______________________________________

Is your mother employed?_____Where?________________________

Where were you born?__________________Other schools attended__________

How long have you attended this school?__________Have you thought of what you would like to do for a living when you get out of school?______________ How much education will this require?__________Do you think you will be able to master the educational requirements of this job?______In what school subjects will you have to work harder to attain the necessary background for your chosen field?______________________________

How do you plan to finance the preparation required for your chosen career?
____

Name any special interests or hobbies you have______________________
____

DATE____________________________

AUTOBIOGRAPHY

This is to be your story, written by you. What is your earliest memory? What kind of child were you? (Your father and mother will probably furnish details you may have forgotten.) What were (or are) your grandparents like? Who was your first real friend? Were you punished unjustly? What was your earliest ambition? What has been your greatest disappointment?

As you think about your first twelve or thirteen years, jot down memories and observations that you might use.

1. My parents
2. My earliest recollections
3. My early childhood
4. Places I have lived
5. Pranks of my youth
6. Punishments I remember
7. Great days in my life
8. Ways I spend my weekends...vacations
9. An animal I liked
10. My best friend
11. My favorite relative
12. My likes and dislikes
13. A sport I follow
14. A hobby I follow
15. Books I like
16. Amusements at home
17. My favorite subject
18. My first job
19. Plans for the future

NAME________________________ MONTH________________________

ELEMENTARY GUIDANCE________________ LOCATION________________________

VOCATIONAL GUIDANCE________________ ________________________

JUNIOR HIGH COUNSELORS______________ ________________________

1. Number of individual conferences______

2. Number of teacher conferences______

3. Number of social worker conferences______

4. Number of parent conferences______

5. Other conferences______

6. Number of teacher referrals______

7. Number of self referrals______

8. Other referrals______

9. Number of class presentations______

10. Number of group meetings______

11. Number of guest speakers______

12. Number of field trips______

13. Number of PTA presentations______

14. In-service training with teachers______

15. Filmstrips or films shown______

OTHER ACTIVITIES (brief summary)

APPENDIX C

GUEST SPEAKERS

Guest Speaker: Ralph Frey
Company: Uniroyal
Telephone: 632-2461
Topic: Will depend on needs

Guest Speaker: Ray Crowe
Company: Summit Laboratories
Telephone: 243-3561
Topic: Opportunities for beauticians

Guest Speaker: Ed Wilson
Company: Stouffers Inn
Telephone: 924-1241
Topic: Opportunities in restaurant

Guest Speaker: Don Owens
Company: Stewart-Warner
Telephone: 632-8411
Topic: Personnel procedures
Rating: Excellent

Guest Speaker: Johnson Welder
Company: Stewart-Warner
Telephone: 632-8411
Topic: Skilled workers
Best day and time: afternoon
Rating: Excellent
Negro very highly skilled

Guest Speaker: Jim Harris
Company: Schusters Block Company
Telephone: 287-3207
Topic of presentation: Opportunities in building materials

Guest Speaker: Carl H. Ragland
Company: P. R. Mallory
Telephone: 253-7995
Topic: Laboratory work
Best time: afternoon
Rating: good - Negro, former student at #63

Guest Speaker: Ben Young
Company: International Harvester
Telephone: 356-8891, Ext. 334
Topic: work habits
Best time: afternoon
Rating: Excellent

Guest Speaker: Dale Lauther (He is also a instructor at I.U.)
Company: Water Company
Telephone: 639-1501
Topic: World of work - general
Rating: Excellent

Guest Speaker: J. Darrell Bakken
Company: Water Company
Telephone: 639-1501
Topic: World of work - general
Rating: Excellent - representative of Engineering Dept.

Guest Speaker: Jess Overman or Linda McMahan
Company: Indiana Bell
Telephone: 630-4216
Topic: Applying for a job
Rating: Good

Guest Speaker: Robert Salge
Company: Herff-Jones
Telephone: 635-1554
Topic: Making rings, stationary, yearbooks

Guest Speaker: Tom Royans
Company: Hatfield Ford
Telephone: 639-5581
Topic: Automobile industry
Best time: Call

Guest Speaker: Richard Flaherty
Company: Fire Department
Telephone: 637-4033
Topic: Requirements and opportunities
Rating: Good

Guest Speaker: Elliot Samuels
Company: Colonial Baking Co.
Telephone: 923-3333
Topic: Baking
Best time: Afternoons
Rating: Excellent - Negro, excellent individual

Guest Speaker: Ford Carmen
Company: Coca-Cola
Telephone: 243-3771
Topic: Coca-Cola industry

Guest Speaker: Chuck Dorral
Company: Citizens Gas Co.
Telephone: 924-3341
Topic: Opportunities with Citizens Gas

Guest Speaker: Lt. Frank Spalina
Company: Police Department
Telephone: 633-3000
Topic: Opportunities in Police Department

Guest Speaker: Mr. Glassmeyer
Company: Bookwalter Company
Telephone: 898-1010
Topic: Opportunities in book publishing

Guest Speaker: Bob Hacker
Company: Typographic Services
Telephone: 632-1234
Topic: Opportunities in graphic arts

Guest Speaker: Mr. Donaldson
Company: Methodist Hospital
Telephone: 924-8451
Topic: Opportunities in the health allied fields

Guest Speaker: Mr. Paul Larson
Company: Naval Avionics Facility
Telephone: 353-3157
Topic: Opportunities in electronics and other trades

Guest Speaker: Miss Jane Binford
Company: Indianapolis Star
Telephone: 633-1240
Topic: Opportunities in the newspaper field

APPENDIX D

COMPANIES FOR FIELD TRIPS

1. Naval Avionics Facility - 6000 E. 21st St. - 353-3157 - Mr. Paul Larson
2. Colonial Baking Co. - 2465 Winthrop Ave. - 923-3333 - Mr. Huesing
3. Coca Cola - 5000 W. 25th St. - 243-3771 - Mr. William Smith
4. Eli Lilly & Co. - 307 E. McCarty St. - 636-2211, Ex. 2085 - Mr. Bob Bush
5. Continental Baking Co. - 2929 N. Shadeland Ave. - 547-5431
6. Pepsi Cola - 1030 E. New York St. - 632-3464 - Mr. Richard Benson
7. Indiana National Bank - 1 Indiana Square - 263-6000 - Mr. Lloyd Lyons
8. Hatfield Ford - 625 N. Capitol Ave. - 639-5581 - Mr. R. K. Swingley
9. U.S. Post Office - Ohio & Pennsylvania Sts. - 633-7082 - Mr. Brunsma
10. Citizens Gas Co. - 2020 N. Meridian St. - 924-3341 - Chuck Dorral
11. Summit Laboratories - 2266 Distributors Lane - 243-3561 - Mr. Ray Crowe
12. Chevrolet Co. - 340 White River Pkwy., W. Drive - 631-8331 - Mr. Sharp
13. Methodist Hospital - 1604 N. Capitol Ave. - 924-8451 - Mr. Donaldson
14. Typographic Services - 1233 W. 18th St. - 632-1234 - Mr. Bob Hacker
15. Johnson Chevrolet - 1035 N. Meridian St. - 635-6581 - Mr. Dave Johnson
16. Indiana Bell Telephone Co. - 241 N. Pennsylvania - 630-4216 - Miss McMahan
17. School of Practical Nursing - 26 N. Arsenal Ave. - 636-4501 - Mrs. Clark
18. Mallory Technical Institute - 1315 E. Washington - 632-8421 - Mr. Haas
19. Borden Milk and Ice Cream Co. - 1213 N. Sherman Drive - 353-1471 - Mr. Carsh
20. The Buehler Corporation - 9000 Precision Dr. (30th & Post Rd.) - 898-9000
21. The Bookwalter Co. - 3131 N. Franklin - 898-1010 - Mr. Glassmeyer
22. Indianapolis Police Department - 633-3000 - Lt. Frank Spalina
23. The Indianapolis Star - 307 N. Pennsylvania - 633-1240 - Miss Jane Binford
24. Western Electric Co. - 2525 Shadeland Ave. - 356-8811 - Mr. Schwark

FILM LIST

1. Fresh As A Daisy (16 mm)	produced by a refrigeration company; describes produce operation at retail level before the advent of mechanical refrigeration.
2. Geraldine (16 mm)	produced by a paper bag company; describes proper technique for bagging and carrying out groceries.
3. It's Everybody's Business (16 mm)	animated, technicolor explaining the American business system. Shows how the system of free enterprise, financed by the savings dollars invested by individual Americans, has made American business the most productive in the world.
4. Life's Higher Goals (16 mm)	Bob Richard's film
5. Motivation for Living (16 mm)	Bob Richard's film developed especially for the food industry. An inspirational message concerning the opportunities and challenged offered by the industry.
6. Million Dollar Pantry (16 mm)	Looks at the supermarket through the eyes of a customer. Points out the importance of courtesy and its necessity in running a successful supermarket.
7. The Front Line (16 mm)	basic factors involved in operation of the checkout counter are spelled out.
8. O'Mara's Chain Miracle (16 mm)	describes contagious spread of a simple smile and a little courtesy.
9. Profits In The Bag (16 mm)	animated short describing proper bagging techniques.
10. The Shoplifter (16 mm)	clearly points out the techniques used by shoplifters. How to spot them and what to do about it are covered. (1/2 hour, color, sound, a really outstanding presentation produced in late 1964.)

12.	The Spud and You (16mm)	Importance of the farmer, processor-distributor relationship. The complete story of Idaho potatoes from farm to table.
13.	What's in Sight (2) (16mm)	Campbell Soup workshop film aimed at management development.
14.	To Make The Best (16mm)	Campbell Soup
15.	Pilferage (16mm)	10 minute old time movie on shoplifting.
16.	Marksmanship (F.S.)	Garvey filmstrip and record on pric marking.
17.	Behind These Doors (16mm)	Story of food distributor industry from producer to consumer.
18.	The Paper Hangers (16mm)	Similar to the shoplifter, deals with passing of bad checks.
19.	Communications (F.S.)	Good for Meat Dept. Dealing with customers through communications.
20.	First Impressions (F.S.)	Customers comments on their impressions as they come in contact with store personnel.
21.	The Old Fashioned Touch (F.S.)	Setting - Produce Dept. Personal touch and knowledge of people is still necessary to attain success.
22.	It's How You Say It (F.S.)	Effective speech is an important to
23.	Understanding Yourself (F.S.)	Key to understanding others lies in understanding oneself.
24.	Understanding Others (F.S.)	For new and experienced checkers who might have a problem of poor front-end service. Customer proble and complaints at front-end.
25.	Leadership (F.S.)	A leader, whether he's a Rockne on the football field or a person with a responsible position in the food industry, inspires his people to gi their best at all times. And when the going's touch he inspires them to give better than their best.
26.	People, Personnel, & Profits (F.S.)	

25.	Leadership (F.S.)	A leader, whether he's a Rockne on the football field or a person with a responsible position in the food industry, inspires his people to give their best at all times. And when the going's tough, he inspires them to give better than their best.
26.	People, Personnel, & Profits (F.S.)	
27.	Through Two Pair of Eyes (F.S.)	The new job is important to the new employee and to you. But remember: The new job is always viewed through two pairs of eyes. The beginner sees the job through untrained eyes. You sii it from an experienced viewpoint.
28.	A Day in the Life of a Supermarket Operator (F.S.)	Silent filmstrip of 13 panels. Depicting events in everyday store operation that pressure the store manager.
29.	It's Up To You (F.S.)	Each problem in supermarket management represents a genuine opportunity. What you do determines what you are. How far you go depends on what you do every day. It's up to you.
30.	Your Attitude Is Showing (F.S.)	Good for all employees. Shows advantage of having the proper attitude toward a person's job, his fellow workers and customers.
31.	What's In It For Me (16mm)	Good for recruiting employees or to orient trainees to program. Shows opportunities in Retail Supermarket operations.
32.	Unloading at #25 (16mm silent)	Shows unloading at store #25 with Crown Lift Equipment.

CONTACT MARSH SUPERMARKET FOR FILMS.

FILMS AND FILMSTRIPS AVAILABLE -
AV DEPT., EDUCATION CENTER

FILMSTRIPS:

What to Ask, Parts I * II
Who Are You?
Who Are Your Ideals?
Why Study?
Words:
    Increase Your Stock of Words
    Roots and Shoots
    The Right Word in the Right Place
    Time and People Change Words
    Words and Your Work
    Words Then and Now
What Good is School?
Your First Year in High School
    (w/record)
As Others See Us
Directing Your Dollars
    (w/record)
Dollars and Sense (WCTU)
Dropping Out-Road to Nowhere
Failure-A Step Towards Growth
    (w/record)
Getting Down to Work
High School Courses-Selection &
    Your Career (w/record)
How to Take a Test
How to Succeed in High School
    by Trying (w/record)
If You're Not Going to College
    (w/record)
Leading American Negroes:
    (w/record)
    Banneker and Smalls
    Carver and Bethune
    Douglass and Tubman
You're Part of a Family
Learning to Manage Your Money

FILMS

Act Your Age
Annapolis and West Point
As Others See Us
Everyday Courtesy
Find the Information
I Never Went Back
Improve Your Study Habits
Metal Shop Safety
Mickey's Big Chance
Vandalism-Crime or Prank
When I'm Old Enough, Good-Bye
You and Your Work
Your Junior High Days

AIRPORT IN THE JET AGE (Encyclopedia Britannica)

Explores a jet airport from the traffic control tower to the baggage-processing center. Shows the equipment and services involved in preparing for a jet flight: ground and flight crews, traffic controllers, passenger agents, and baggage handlers.

11 minutes -(color)

LIST OF FILMS AND FILMSTRIPS AVAILABLE FOR COUNSELORS THROUGH MR. WINEGARD'S OFFICE:

1. An Overview of Technical Education (Filmstrip) (1)
2. Choosing Your Career (Filmstrip) (2)
3. Developing Your Study Skills (Filmstrip) (2)
4. Dropping Out - Road to Nowhere (Filmstrip) (2)
5. Exploding the Myths of Prejudice (Filmstrip) (1)
6. Failure: A Step Towards Growth (Filmstrip) (1)
7. Four Who Quit (Filmstrip) (2)
8. Getting A Job Is A Job (Film) (1)
9. Getting and Keeping Your First Job (Filmstrip) (2)
10. High School Course Selection (Filmstrip) (1)
11. How to Succeed in High School (Filmstrip) (2)
12. Hung Up on Homework (Filmstrip) (2)
13. If You're Not Going to College (Filmstrip) (1)
14. Jobs for High School Students (Filmstrip) (1)
15. Liking Your Job and Your Life (Filmstrip) (1)
16. New Horizons: Careers in School Food Services (Filmstrip) (1)
17. New Horizons in Vocations (Film) (1)
18. Preparing for the Jobs of the 70's (Filmstrip) (2)
19. Preparing for the World of Work (Filmstrip) (a)
20. The Role of the Counselor in the Secondary School (Filmstrip) (1)
21. They Have Overcome (Filmstrip) (1)
22. They Beat the Odds (Film) (1)
23. What You Should Know Before You Go to Work (Filmstrip)(2)
24. Why Work at All (Filmstrip) (1)
25. Your First Year in High School (Filmstrip) (2)
26. Your Job Interview (Filmstrip) (2)

APPENDIX E

1. Purdue University materials - personality booklets

2. National Forum Foundation Guidance Service - Seeing Ourselves (Book)

3. Guidance in the Elementary School

4. Know Yourself, Arnold Gauley, George Elias, Authors

5. Elementary School Guidance and Counseling, (Amer. School Counselor Association)

6. S.R.A. Junior Guidance Series (variety of booklets)

   a. Planning Your Job Future
   b. Your Abilities
   c. Make Your Study Hours Count
   d. All About You
   e. Getting Along in School

7. You and Your Abilities, John Byrne and Katherine Byrne, authors

8. You and Your Health, J. Roswell Gallagher, M.D., Guidance

9. Character Education (project materials), San Antonio, Texas

TELECOURSE SCHEDULE SHEET CHANNEL 5

FALL, 1971

"LOOK TO THE FUTURE"

Guidance - Grade 8

Monday	9:45 2:35
Tuesday	9:00 1:10
Wednesday	10:30
Thursday	11:10 1:50

Week of: October 4 - General Introduction
October 11 - Business Education
October 18 - Distributive Education
October 25 - Health Services
November 8 - Careers in Public Service
November 15 - Careers in Industry
November 29 - Careers in the Hotel and Restaurant Industry
December 6 - Construction Industry
December 13 - Technicans and Repairmen
January 3 - General Series Review

* This is the same series that was shown last year.

SEVENTH GRADE LESSON PLAN APPENDIX F

Note: Suggestions for many of the following lessons cannot be completed in one class period. It is recommended that counselors select the activities that best fit their particular class.

1. Introduction of self and orientation of guidance program. The following points were discussed:

    a. Presenting personal and vocational topics during guidance periods.
    b. What is a counselor
    c. What are the counselor's duties.
    d. How to obtain a conference with the counselor.
    e. Students may have individual conference with the counselor.
    f. Meaning of confidential.
    g. Group counseling.

2. The importance of elementary, junior high, and high school.

    a. Each year of school is another step on the ladder toward your goals. Reference: (page 153, Being Teenagers).
    b. Setting goals discussed. Reference: (page 52, Our School Life).
    c. Lifetime earnings of dropouts, high school graduates, and technicians' college graduates discussed.
    d. Reference: (filmstrip, "What Good is School").
    e. Discuss the filmstrip during the presentation.

3. Dropping out of school vs. staying in school.

    a. Reference (filmstrip, "Dropping Out, Road to Nowhere").
    b. Reference (filmstrip, "Four Who Quit").

4. Your abilities and interests.

    a. Students define abilities and interests.
    b. The value of hobbies discussed.
    c. Reference: (page 277, Seeing Ourself).
    d. Reference: (page 137, Being Teenagers).
    e. Reference (page 189, About Growing Up).
    f. Reference (filmstrip, "Choosing Your Career").
    g. Reference: (filmstrip, "What Do You Like to Do").
    h. Reference: (page 72, Seeing Ourself).

5. Why do people work.

    a. Students list reasons why people work, such as money, enjoyment, travel, helping someone, meeting people, learning a skill, etc.

6. School records and their importance.

    a. Show samples of school records.
    b. Stress the permanency of school records.
    c. Explain who uses school records.

7. Looking for a job in the newspaper.
    a. Distribute to each student a copy of the employment ad section from the newspaper.
    b. Discuss ads.
    c. Job requirements are stressed.

8. Preparing for a job interview.
    a. Reference: (film, "Getting a Job is a Job").
1
    b. Distribute and discuss the mimeographed copy of points given to students concerning preparing for a job interview.
    c. Students role play employee and employer.
    d. Reference: (filmstrip, "Your Job Interview").

9. Filling out an application for employment.
    a. Distribute a mimeographed sample copy of an employment application to each student.
    b. Discuss and complete each item of the application as a group.

10. How to study.
    a. Reference: (filmstrip, "Developing Your Study Skills").
    b. Reference: (page 38, About Growing Up).
    C. Reference: (page 112, Being Teenagers).
    d. Reference: (page 39, Our School Life).

11. What do you want out of life.
    a. Students list what they want out of life, for example, money, car, home, good job, etc.
    b. Students explain how these goals can be reached.
    c. Reference: (page 46, Seeing Ourself).

12. Introduction to S.R.A. work kit.
    a. Distribute a mimeographed copy of the jobs described in the S.R.A. work kit to each student.
    b. Two students are assigned to distribute the desired booklet for each student.
    c. Class discussion conducted by students concerning their S.R.A. booklets.

13. Is failure worthwhile.
    a. Reference: (filmstrip, "Failure-A Step Toward Growth").
    b. Questions for discussion:

1. What is meant by failure.
2. What is meant by success.
3. Does anyone go through life without failing at something.
4. What can we do when we fail.
5. What do we mean by bouncing back.
6. Why do you fail.
7. What is the first step you should take when you fail.

14. A visit to industry.

    a. Why visit industry discussed.
    b. Student behavior during tour at plant stressed.
    c. Discussion concerning expected jobs to be observed.
    d. After the visit to industry, students are asked to discuss jobs they observed and qualifications for those jobs.

15. Guest speakers from industry and service occupations.

    a. Purpose of visitors visiting class discussed.
    b. Students discuss questions to be asked during the speaker's presence.

16. Opportunities in the Armed Services for men and women.

    a. Learning a skill in the service for future use.
    b. Gaining educational assistance after discharge from service.
    c. Retirement pay after twenty years in the service.
    d. Obtain travel experiences.

17. What is a job.

    a. Reference: (filmstrip, "What is a Job").
    b. Discuss filmstrip during the presentation.

18. How to get along with people.

    a. Reference: (page 197, Seeing Ourself)
    b. Reference: (page 25, Being Teenagers).
    c. Reference: (page 42, Being Teenagers).
    d. Reference: (page 175, Being Teenagers).
    e. Reference: (page 215, Being Teenagers).
    f. Reference: (page 156, Our School Life).
    g. Reference: (page 17, About Growing Up).

19. Different kinds of workers. Discuss the following:

    a. Skilled and unskilled workers. Reference: (page 7, Help Yourself to a Job, Part II).
    b. White and blue collar workers.

20. What makes a good worker.

    a. Reference: (page 166, Being Teenagers).

21. A new school year.

    a. Reference: (page 10, Our School Life).

22. School rules.

    a. Reference: (page 71, Our School Life).
    b. Discuss present school rules.

23. Thinking of future jobs.

    a. Reference: (page 137, Being Teenagers).
    b. Discussion concerning the student's future job.

OUTLINE FOR 8th GRADE GUIDANCE PROGRAM

1. Definition of guidance and the role of the guidance counselor.

    A. To assist administration, teachers and students in providing a meaningful guidance experience in relation to self-awareness, school and job or occupational information.
    B. To assist students in developing acceptable personal and social attributes.
    C. To help students solve their own problems.
    D. To inform students of the various occupational choices.
    E. To help students make intelligent course selections for high school.

2. Understanding yourself.

    A. What do you like to do.
    B. What are your likes and dislikes.
    C. Taking advantage of strong and weak points.
    D. Knowledge of your abilities.

3. Developing your study skills.

    A. Show filmstrips "Developing Your Study Skills" and "Hung Up On Homework.
    B. Discuss note taking
    C. Speed reading
    D. Test preparation and how to take a test.

4. The importance of your Stanford Achievement Test.

    A. Stanford Achievement Test gives indication of achievement level.
    B. Good predictor of what student may be capable of doing.
    C. Results have to do with class placement.

5. The importance of a high school education.

    A. Discuss the importance of having a high school education
    B. Better job
    C. More earning power
    D. Self-supporting, pride in being self-supporting
    E. Responsible citizen

6. Making intelligent high school course selection.

    A. Show filmstrip "High School Course Selection."
    B. Discuss making course selection with some specifid goal in mind.
    C. Avoid taking courses or selecting courses because some friend selects a course.

7. Your first year in high school.

    A. Show filmstrip "Your First Year in High School."
    B. See sample lesson.

8. How to succeed in high school.

    A. Show filmstrip "How to Succeed in High School."
    B. Making adjustment from junior high school to high school.
    C. Developing good study habits.
    D. Participation in extra-curricular activities.

9. Dropping out of high school.

    A. Show filmstrip "Dropping Out - Road to Nowhere."
    B. Discuss the following: difficulty in finding good paying jobs.
    C. First fired and last hired.
    D. No advancement in carwashing and dishwashing.

10. Preparation for jobs of the 70's.

    A. Show filmstrip "Preparing for the Jobs of the 70's."
    B. Job classes, skilled, semi-skilled and unskilled.

11. Career choice - Help in choosing yours.

    A. Show filmstrip "Choosing Your Career."
    B. Take under consideration interest, abilities, working conditions, supply and demand of certain areas.

12. Work permits and Indiana law.

    A. Discuss work permits
    B. Where do students get them
    C. Jobs minors can and cannot do according to age

13. Fifty ways to avoid being hired.

    A. Pass out sheet or discuss the fifty ways (see L. Grissom for handout)

Job application

    A. Explain terminology found on job applications.
    B. Practice filling out job applications, with reference to good spelling, neatness, and accuracy.
    C. Now is good time to also discuss the advantages of having a guidance folder.

14. What makes a good worker?

    A. Social understanding
    B. Enthusiasm, eager to learn
    C. Being on time
    D. Willingness to do a good job

15. Job planning if you are not going to college.

    A. Show filmstrip "If You're Not Going to College."
    B. Mastering the basic skills while in high school.
    C. Making the necessary pre-planning for vocational occupation.

16. How to conduct yourself in a job interview.

    A. Use pamphlet "How to Sell Yourself to an Employer."

17. How to keep your job.

    A. Be willing to learn.
    B. Be able to take constructive criticism.
    C. Be prompt.
    D. Be willing to do more than is asked.

18. What are job families.

    A. Have students look at jobs in different categories in SRA kit.

19. The importance of a high school diploma.

    A. The value of a sheepskin in dollars (use latest figures from Census Bureau reports.) This topic should be discussed at length).

20. When you're in trouble.

    A. Talk to someone that is in a position to help you.
    B. The someone may not be a person that you like but one you can trust.
    C. Admit your mistakes and profit by them; don t make the same one twice. In other words, learn by your wrong doing.

21. All about apprenticeship programs.

    A. Explain how apprentices are selected
    B. Length of training
    C. Use film "Apprenticeship Training." Obtain from state office of apprenticeship training.
    D. Importance of making good grades and school record.

22. Requirements for graduation from high school.

    A. Use booklet "Planning for High School."
    B. Discuss credits
    C. Majors
    D. Minors
    E. After school activities

23. Causes of failures and remedies.

    A. Cutting school
    B. Teachers are human, they make mistakes
    C. Not doing homework
    D. Tardiness to class
    E. Failure to put forth best effort on test

    A code of ethics for you.

    A. Self-Concept - (Use "Just for Today") See L. Grissom for this concept.

24. Rap session.

    A. Let students discuss subject of their choice
    B. Different subjects may be suggested by the teacher
    C. The following subjects:
        (1) School spirit
        (2) Guidance services we would like
        (3) Qualities boys like and dislike in girls
        (4) Qualities girls like and dislike in boys

25. Good school manners.

    A. Courtesy to all when you come in contact with them.
    B. Give others a chance to express their side of a situation. (Be a good listener.)

26. Field trips - to the high school of assignment.

27. Where to find jobs and job information.

    A. Newspapers
    B. Friends
    C. TV
    D. Meaning of resume

28. The meaning of "Fringe Benefits"

    A. Paid vacation
    B. Paid hospitalization
    C. Retirement
    D. Insurance benefits
    E. Credit Union

29. Pay check terminology

    A. Union dues
    B. Federal taxes
    C. State Gross Income Tax
    D. Net pay
    E. Gross pay

30. A plan for after high school.

    A. Personal plan (one for your own individual self)
    B. Job selection (type)
    C. Type of girl or type of boy
    D. Type of additional training

31. When friends are not really friends.

    A. The friend who asks you to cut school.
    B. The friend who asks you to ride in a stolen car.
    C. The friend who asks you to try drugs.

32. Drug abuse.

    A. The pitfalls of drug abuse
    B. Relate legal use of legitimate drugs and the good they can do if used properly.

33. Are you taking advantage of your community services.

    A. Legal services for those that cannot afford them.
    B. Free medical care if the family cannot afford medical services of doctor.
    C. Dental school for those that can't afford the services of a private dentist.
    D. Other ancillary services.

34. Pardon Me - Is Your Prejudice Showing?

    A. Words can be killers; boy - gals. Blacklist or you're acting like a monkey.
    B. Black students bring prejudice from homes and outside sources to school.
    C. White students bring prejudices to school from homes and other sources.

LESSON PLAN FOR 8TH GRADE

1. Introduction

   a. Explain to all teachers the role of a guidance counselor
   b. See all 8th grade classes
   c. State the objectives of our program
   d. Speak about individual conferences
   e. Field trips
   f. Guest speakers

2. Guidance information sheet

   a. Have all children make out this form
   b. Purpose of the information sheet:
      1. Know the child better
      2. Use the form for individual conferences
      3. Good for teachers
      4. Have every child on file
   c. Form is on file in my office (C. Potenza)

3. Present to all classes the filmstrip "What Good Is School" SRA Kit - This filmstrip demonstrates to the students the relationship between school work and the world of work. The importance of school subjects in relationship to the world of work.

4. Field trips

   Discussed the purposes of field trips. The following points should be stressed:

   a. Learn how factory or place of business looks
   b. Different kinds of work
   c. Get ideas for the kind of job you would be trained for and have some day.
   d. Boys and girls should be excellent
   e. Listen to guide
   f. Suggest to the students that they keep a continuous guidance file for future use

5. Filmstrip - "Developing Your Study Skills"

   Purpose - To show and to introduce to the pupils the methods of successful studying. The material will cover the following points:

   a. Homework
   b. Physical environment
   c. Note taking
   d. Preparing for tests
   e. Listening

6. Subject - Evaluation of Report Cards

   Present each child with a report card or place card on overhead projector. Teach the children how to read a report card correctly. Discuss with the children the following points for understanding:

   1. Social habits
   2. Work habits
   3. Individual subject matter

7. Discuss with the children planning for high school.

   a. Reference - booklet - "Planning for High School
   b. Present this to the pupils
   c. Study booklet with the children:
      1. Study Table of Contents
      2. Introduction
      3. Section - to the pupils
      4. Section - to the parents

8. Continue booklet - Planning for High School"

   a. Definitions -
      1. What is a major?
      2. What is a minor?
      3. What is an elective
      4. What is a credit?
      5. Basic requirements

9. Continue - booklet - Planning for High School"

   a. Areas within the high school curriculum -
      1. Automotive
      2. Barbering
      3. Business education
      4. College preparation
      5. Vocational training
      6. Educational opportunities for 9th grade pupils (call high schools)

10. Guidance Record Form -

    a. Present a sample to each child
    b. Teach each child to fill out card correctly
    c. Work with homeroom teacher on this project
    d. Stress with the children test scores and grades in the 7th and 8th grades.

11. Guidance notebook - Have children make a guidance notebook. It should stress the life of individual child. This can be helpful in applying for a job and applications for almost anything. The following items should be in the notebook:

    a. Education - complete
    b. Activities in school and outside of school
    c. Special awards
    d. References
    e. Employment record
    f. Social Security number
    g. Medical record
    h. Family history - complete

12. Apprenticeship

    a. Definition
    b. Apprenticeship - explain -

Auto trades	Electrical trades
Building trades	Home Economics
Business Education	Metal trades
Drafting	Printing

    c. What is a vocational school?
    d. What is a trainer?
    e. Reference - "Help Yourself to a Job" - Booklet, p. 8 and 9

13. Stress the following in detail:

    a. Auto trades
    b. Building trades
    c. Business education

14. Stress the following in detail:

    a. Drafting
    b. Electrical trades
    c. Home Economics

15. Read and study with the children the booklet, "Planning for High School," pages 13-20. These pages describe courses that children can select in high school. Children should understand these pages.

16. Continue booklet, "Planning for High School," pages 21-38. By doing this in the classroom, we can be sure that the students will have a better understanding as to what to select for high school.

17. Filmstrip - "Your First Year of High School." The purpose of this filmstrip is to present to the students a realistic view of what high school life will be like.

18. Job - What is a job - Define.

19. Film - "They Beat the Odds" - Synopsis - A Negro youth considers dropping out of school because he feels that regardless of the extent of his education, a Negro is limited to his career opportunities. His counselor reviews the lives of several successful Negroes, who through diligent effort and persistent study did beat the odds. The film points out that in our society of today - Qualification comes through education.

20. Booklet - "Why High School" - on file - stress the importance of staying in school. Many letters written by large companies within our good city. Children should discuss these letters.

21. What makes a good worker -

Discuss the following points:

a. To feel useful
b. To feel independent
c. To get working experience
d. To learn to be with other people
e. To care for their future by learning a trade or new skills

22. Why people want to work -

Money is the reward they receive for putting in a good day's work. Once you start earning, you will find that your money has to take care of many things. Have the children list the things that they received the past week that cost money.

23. Continue from previous week. - Now you can see it is a must that you work. When you are older, and after you leave school, you may find that your money will be needed for many more things. Just think about the ways your father and mother have to use money that is earned.

24. Holding a job - Children should learn about their responsibilities outside and inside the classroom in relationship to holding a job. They should be asked to think about habits that they have already formed, such as good appearance, good manners, good health, and a nice smile. Form a list that will help a child hold a job in the future.

25 and 26 - Job application - In order to fill out job application correctly, the student should be told that they must study the application form,

and they should be able to understand the words that are used in the form. The following words should be taught and discussed for their meaning and pronunciation:

1. nationality
2. citizen
3. height
4. weight
5. dependent
6. education
7. personal
8. reference
9. relative
10. notify
11. married
12. single
13. previous
14. experience
15. company
16. maiden
17. handicap
18. defects
19. reason
20. signature
21. spouse
22. minor
23. guardian
24. termination
25. commuting
26. convicted
27. responsibilities
28. contingent
29. employer
30. employee

At the end of each class, it should be stressed that this will take two weeks. The following points should be understood:

- a. Follow instructions
- b. Before applying for a job, an applicant should make himself prepared for filling out an application form
- c. Answer every question
- d. Write or print legibly

27. Preparing for a Job Interview

    1. Meaning of interview
    2. Meaning of employee
    3. Meaning of employer
    4. Why have an interview
        - a. Helps you decide if you would like to be employed with this company.
        - b. An opportunity for the employer to become acquainted with you, which will help him to make a decision about your employment.
    5. Your appearance affects the employer's opinion of you.
        - a. Is your clothing clean and pressed?
        - b. Is your shirt tail out?
        - c. Is your hair combed and neat?
        - d. Are your shoes shined?
        - e. Are your nails and hands clean?
        - f. Is your make up neat and toned down?
        - g. If you wear glasses, are they clean?
        - h. Are you well shaved?
        - i. Is your breath pleasant?
        - j. Is your perfume too strong?
        - k. Is your posture pleasant?

6. During the interview
    a. Be on time - better to be early than late.
    b. Boys should give a firm hand shake
    c. Introduce yourself
    d. Be yourself.
    e. Don't sit during the interview and look at the floor, instead look him in the eye when you talk.
    f. Express your interest in the company.
    g. Appear alert - show interest in what the employer is saying.
    h. Believe in yourself, tell yourself that you are as good as the next applicant.
    i. Take a pencil along.
    j. Know something about the job you want and the company you are interested in working for.
    k. Have a sense of humor.
    l. Don't say too much during the interview, answer questions and express your interest.
    m. Don't ask how much money the job pays.
7. Questions the employer may ask.
    a. Why did you pick this company to work?
    b. Where and how long did you go to school?
    c. What were some of your extra-curricular activities in school?
    d. How do you spend your spare time?
        (1) Hobbies
        (2) what do you read
    e. What other work have you done?
    f. Would you be interested in working overtime or would you be interested in working nights?
    g. Would you object to being transferred to another location?
    h. Would you object to travel?
    i. Do you like to work with people?
    j. Will you be willing to take a test?

28. Present to the children "how to read help-wanted ads." It should be pointed out that this is one method in searching for a job in the world of work.

Stress while teaching the help wanted ads -
1. Full time
2. part time
3. No experience necessary
4. Experienced
5. Bonus only
6. Salary and bonus
7. Advancement
8. Reference
9. Commission

Some of the reasons why an individual should know how to read a want-ad are:

1. Skills you may need for different kinds of jobs
2. You will learn about the different jobs that can be had right near your home
3. You will learn the names and addresses of different companies and factor ies near your home where you may apply for a job.

29. How you earn your pay.

Present to the classes the different ways one can earn his pay:

1. Piece work
2. Weekly salary
3. Hourly wage
4. Earnings
5. Base pay
6. Time and a half
7. Double time

30. Guide for Employers of Minors.

(State of Indiana - Department of Labor, Bureau of Women and Children)

The following important points should be stressed:

1. Requirements regarding employment and age certificates
2. Where to obtain certificates
3. How to obtain certificates
4. Posting requirements
5. Maximum hours of work for youth
6. Legal age for employment

31-36. During the year classes should be permitted to have guest speakers, and special programs pertaining to guidance.

APPENDIX G

PAY, SALARY, DEDUCTIONS, AND FRINGE BENEFITS

Purpose and Introduction

To acquaint students with an ordinary and usual policies practiced by companies relative to pay and fringe benefits. Also to acquaint them with the typical and usual salary deductions that one might reasonably expect either as required by law or as a result of employee choice or company policy. To expose them to computing one's gross pay from a given situation.

I. Pay

  A. Hourly rate
    1. straight time
    2. time and a half
    3. double time
  B. Weekly rate
  C. Annual contract or salary
  D. Net as opposed to gross pay

II. Salary Deduction
  A. By Law
    1. Federal income tax (withholding)
    2. State gross tax
    3. Social Security
  B. Employee choice or company policy
    1. Retirement
    2. Life insurance
    3. Credit union
    4. Dues
    5. Savings Bonds

III. Fringe Benefits
  A. Paid vacation
  B. Free insurance
  C. Sick days or leave
  D. Paid holidays
  E. Opportunity for employee to invest in the company
  F. Employee saving plans

IV. Computing gross pay
  A. Pay policy of company
    1. straight time $3.00 per hour
    2. straight time for first 40 hrs. (8 hr. daily, 5 days a week)
    3. holidays and Sundays - double time
  B. Week of July 3, 1967
    1. Monday 8 hours
    2. Tuesday 8.5 hours
    3. Wednesday 9 hours
    4. Thursday 9 hours
    5. Friday 8 hours
    6. Saturday 6 hours
    7. Sunday 4 hours
    8. Ans - What is the gross pay earned during the week? - $207.00

V. Glossary

Base pay
Straight time
Time and a half
Double time
Overtime
Social Security
Federal Income Tax
State (gross) income tax
Garnishees
Union dues
Hospitalization
Life, sick and accident insurance deduction
Withholding
Fringe benefits
Sick days
Paid vacations
Wash or clean up time
Gross
Net
Credit Union

PERSONNEL APPLICATION FOR EMPLOYMENT

Name (Last, First, Middle Initial | Maiden Name | Social Security Number | Birthdate (Mo-Day-Yr) | Present Date

Address (Number, Street, City, State, Zip Code) | Years at present address | Home Phone No. | Work Phone No.

Height | Weight | U.S. Citizen? | single __ married __ widowed __ divorced __ separated __ | If married is spouse employed? Yes — No — | What Company

No. of minor children | Ages of minor children | rent home__ own home__ Living with relatives__ | Father's or Guardians occupation | Are you a former employee of this Company? Yes__ No__

Are you presently employed? Yes__ No__ | Amount of termination notice required by your present employer | Commuting distance in miles to this location 0-5 __ 6-10 __ 11-20 __ 21-30 __ 31-40 __ over 40 __ | Do you have a driver's license Yes__ No__

Military Service Record_ ______ | Dates of U.S. Military Service | Branch | Rank at Discharge | Type of Discharge | Selective service Classification

Type of work desired:
1. | 2. | Salary required

If you are directly related to an employee of this company give name, position or occupation, and relationship:

Do you have any physical condition that might prevent you from passing a physical examination, or that should be considered in your placement? Yes__ No__ If yes, explain:

Have you ever been arrested or convicted of a crime (other than traffic violations)? Yes__ No__ If yes explain:

EDUCATIONAL INSTITUTION	LOCATION (CITY, STATE)	DATES ATTENDED from Mo.	Yr.	to Mo.	Yr.	DIPLOMA, DEGREE, OR CREDITS EARNED	CLASS STANDING (CHK QUARTER) 1	2	3	4	MAJOR SUBJECTS STUDIED
Grade School											
High School											
College											
Other											

LIST BELOW THE POSITIONS THAT YOU HAVE HELD (LAST POSITION FIRST)

1. Name and address of firm

Position title

final monthly salary $ | av. overtime and/or comm. | employed (mo-yr) From: | to:

describe position responsibilities

a.

b.

c.

reason for leaving

2. Name and address of firm

Position title

final monthly salary $ | av. overtime and/or comm. | employed (mo-yr) From: | to:

describe position responsibilities

a.

b.

c.

List three (3) personal references: (not including relatives)

NAME	ADDRESS	POSITION
1.		
2.		
3.		

I understand that I shall not become an employee of this company until I have signed an employment agreement with final approval of the company's placement activity, and that such employment will be subject to verification of previous employment and references and will be contingent upon my satisfactorily passing a physical examination required by the company.

APPLICANT'S SIGNATURE

A MESSAGE . . . FROM A FATHER

Dear World:

My young son starts to school today. It's going to be strange and new to him for awhile, and I wish you would sort of treat him gently.

You see, up to now, he's been king of the roost. He's boss of the backyard. His mother has always been around to repair his wounds, and I've always been handy to soothe his feelings. But now things are going to be different.

This morning, he's going to walk down the front steps, wave his hand, and start out on the great adventure. It's an adventure that might take him across continents. It's an adventure that will probably include wars, tragedy and sorrows

To live his life in the world he has to live in will require faith, love and courage. So World...I wish you would sort of take him by his hand and teach him the things he will have to know. Teach him gently if you can.

He will have to learn, I know, that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a dedicated leader. Teach him that for every enemy, there is a friend.

It will take time, World, I know, but teach him, if you can, that a nickel earned is of more value than a dollar found. Teach him to learn to lose and to enjoy winning. Steer him away from envy, if you can, and teach him the secret of quiet laughter. Let him learn early that the bullies are the easiest people to lick. Teach him, if you can, the wonder of books, also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun and flowers on a green hill.

In school, World, teach him it is far more honorable to fail than to cheat. Teach him to have faith in his own ideas, even if everyone tells him he is wrong. Teach him to be gentle with gentle people and tough with tough people.

Try to give my son the strength not to follow the crowd when everyone else is getting on the bandwagon. Teach him to listen to all men, but teach him also to filter all he hears on the screen of truth and take only the good that comes through.

Teach him, if you can, how to laugh when he is sad. Teach him there is no shame in tears. Teach him there can be glory in failure and despair in success.

Teach him to scoff at cynics and to beware of too much sweetness. Teach him to sell his brawn and brains but never put a price tag on his heart and soul.

Teach him gently, World, but don't coddle him because only the test of fire makes fine steel. Let him have the courage to be impatient, let him have the patience to be brave.

Teach him always to have sublime faith in himself, because then he will always have sublime faith in mankind.

This is a big order, World, but see what you can do. He's such a little fellow--MY SON.

FINDING JOB LIKE GETTING A GIRL

With so much being said and written about teenagers these days, I thought you might be interested in an open letter that hit my desk today. Here it is:

Dear Kid: Today you came to me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you feel by now that kids out of high school can't find work. Well, don't believe it. I hired a teenager today. Perhaps you saw him on your way out. He was the boy with the polished shoes. He wore a necktie. He didn't have any experience either--but his attitude put him on my payroll instead of you. That boy cared enough to make an impression. He left his leather jacket at home. His suit was a little shabby but it was pressed. His hair wasn't exactly short, but it was neat. And it wasn't the first thing you noticed when you looked at him.

The way to get a job is to use the same approach as when you are trying to get a girl. No guy in his right mind would try to impress a chick in a dirty shirt and faded jeans. And it doesn't hurt to case the situation. Have some facts. The kid I hired instead of you went to the trouble to find out what we manufacture.

You might not believe it but there are hundreds of employers in this town who are looking for bright, young people who are smart enough to go after a job in the old-fashioned way. Then they find one they like, they can't wait to unload some of their responsibilities on him. For both your sakes, get eager, will you?--The Man Who Passed You By.

"TO A JOB-HUNTING TEENAGER"

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E !!! He wanted that job badly enough to chuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some stone-age ideas about who owes whom a living. Maybe that makes us pre-historic, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and President Nixon's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job: you'll be head and shoulders over the rest.

Look, kid, the only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl. "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, GET EAGER, will you?

APPENDIX H

Date______________________________

OCCUPATIONAL ORIENTATION

Guidance Information Sheet

1. Name____ School_______________

2. Address_____________________________________ Phone No.____________

3. Date of Birth_______________________________ Present Grade_________
   Month Day Year

4. Present Age______ Number of people living with you______

5. What school did you attend last semester?____________________________

6. What subjects do you like best?_____________________________________

7. What subjects do you like least?____________________________________

8. What subjects do you make the best grades in?_________________________

9. What high school do you plan to attend?

   ______A.T.H.S. ______E.M.H.S. ______H.E.W.H.S.

   ______C.A.H.S. ______G.W.H.S. ______OTHER

10. I plan to graduate from high school ______Yes ______No

11. If your answer to #10 is "No," briefly explain what you plan to do when you leave school____

    ____

12. What kind of work is done by those people you are living with?_________

    ____

13. Have you ever held a job? (mowing yards, paper route, etc.) ______Yes

    ______No. If "Yes," explain what kind of work you have done__________

    ____

14. If you could be anything you wanted to, what occupation would you choose?

    ____

15. Name any special interests or hobbies you have._______________________

    ____

1-4	5-13	NEW ☒ STATUS	**APPENDIX I**	**GUIDANCE RECORD**

LAST NAME 14-28	FIRST NAME MI 29-42	43-46	47-49	BIRTH 50-55 MO / DA / YR

SEX 56 M ☐ F ☐	RACE 57 W ☐ N ☐ O ☐	58	59	GRD LEV 60-61 09	ELEM SCH 62-65	CD 70 N ☒	ENTRY 71-76 MO DA YR 09 / 05 / 72	R 1

SSN 14-22 – –	ETR 23-24 GR	25-27 IQ	28-30 GE	40-43 CD	SCH LAST ATTENDED 44-63	PHONE 64-70	R 2

PARENT OR GUARDIAN NAME 14-41	PARENT OR GUARDIAN STREET 42-62

CITY 63-72	ZIP 73-77	R 3	

PAR CD 14	REL CD 15	BLK 16-21	TRANS INFO	ATT CRS 22-24	ACH CRS 25-27	HNR PTS 28-30	GPA 31-34

IQ ID 35-37	DATE MO / YR 38-41	SCORE 42-45	IQ ID 46-48	DATE MO / YR 49-52	SCORE 53-56	09	TRAN 77 C ☐ I ☐	R 4

OCCUPATION OF FATHER: ________________ OCCUPATION OF MOTHER: ________________

YOUR OCCUPATIONAL CHOICE: ________ INTERESTS: 1) ______ 2) ______ 3) ______ COLLEGE: YES __ NO __

OTIS-LENNON: ________________ OTIS: ______ Date: ______

METROPOLITAN ACHIEVEMENT: ______ ______ Date: ______

Word Know. ________

Reading ________

Language ________

Spelling ________

Math. Comp. ________

Math. Conc. ________

Math. Prob. ________

Science ________

Soc. St. ________

Total ________

Grades:	7th	6th
Eng.	____	____
Soc. St.	____	____
Math.	____	____
Science	____	____
____	____	____
____	____	____
____	____	____

Summer School: ________________

____

FIRST SEMESTER PROGRAM

English ________________

______ Math or Algebra ______

____

____

____

____

Physical Education ________________

Assigned High School: ________

Transfer Approved To Attend: ________ H.S.

Reason For Transfer: ________ (# ____)

APPENDIX J

COUNSELORS	June 15-18	June 21-25	June 28-July 2	July 5-9	July 12-16	July 19-23
R. O'Brien	I.U. Medical Center	TWA	International Harvester	P. R. Mallory Co.	Naval Avionics	Naval Avionics
W. Henderson	I.U. Medical Center	Allison Div. GMC	Uniroyal	Hatfield Ford	Ford Co.	Lilly Industrial
M. Welch	I.U. Medical Center	Indiana Bell Telephone	Ind. National Bank	Wm. Block Co.	Wm. Block Co.	Indianapolis Star
J. Bradley	I.U. Medical Center	Naval Avionics	Naval Avionics	Indpls. Power & Light	Schuster's Block Co.	Bookwalter Printing Co.
D. Blankenhorn	I.U. Medical Center	Herff-Jones	Ford Co.	Coca-Cola	Union Carbide	Citizens Gas Co.
S. Hamer	I.U. Medical Center	Indiana Bell Telephone	Merchants Nat'l. Bank	Wm. Block Co.	Wm. Block Co.	Summit Lab.
E. Cole	I.U. Medical Center	Chevrolet	U.S. Post Office	Finance Center	United Parcel Serv.	Bryant Mfg. Co.
S. Stanton	I.U. Medical Center	Eli Lilly Co.	Chrysler	Colonial Baking Co.	Johnson Chevrolet	Hook's Drug Co.
P. Davis	I.U. Medical Center	Stouffer's Inn	Borden Milk Co.	Western Electric	Sears, Roebuck	Penn Central R.R.
J. Spears	I.U. Medical Center	Eli Lilly Co.	Mechanical Contractors	Mechanical Contractors	City Government	Burger Chef

APPENDIX K

Nature of work

Age grouping of employees

Number of full time employees

Number of part time employees

Number in racial groups

Education requirement

Wage or salary scale

Minimum age for employment

Maximum age for employing a new worker

Most desirable age for a new employee

Time to learn job

Supply of qualified workers

Union membership requirement

Is the work seasonal

The following are applicable

How is applicant's background verified

JOB DESCRIPTION

JOB____________________

DESCRIPTION OF JOB____________________

TOOLS USED____________________

EDUCATION REQUIRED____________________

TRAINING REQUIRED____________________

TRAINING PROVIDED BY COMPANY____________________

PHYSICAL REQUIREMENTS____________________

WORKING CONDITIONS____________________

SKILLS OR ABILITIES____________________

STARTING WAGE OR SALARY____________________

TOP WAGE OR SALARY____________________

ADVANCEMENT POTENTIAL____________________

NEED FOR THIS TYPE OF WORKER____________________

OTHER COMMENTS: ____________________

APPENDIX L

To Parents or Guardians:

The Indianapolis Public Schools are offering a summer school program at Arsenal Technical High School for students who will enter the 8th grade in the following fall for the first time. They will be exposed to a variety of vocational activities which will acquaint them with the various vocational opportunities available in high school. This summer experience should help them make wiser high school course selections when they are enrolled for high school during their eighth grade school year.

No grades will be given for summer school. This is for their own interest, experience and enjoyment to help them make wiser high school course selections.

The following is a tentative program for summer school:

1. Pupils will be presented introductory lessons each day in formal classroom activities by the counselors, with such lessons being designed to provide vocational information to the pupils. Information will include the various levels of a particular vocation, e.g., machinist, draftsman, tool and die maker, engineer, the benefits from that vocation and the advantages and disadvantages of the vocation. In addition, guest speakers and visual aids will be utilized to provide information to the students. The classroom lessons will be about 30-40 minutes each day.

2. After the classroom session, the class will be taken to a vocationally oriented classroom where they will be given practical experience and information in a particular vocation. The classes will be divided to allow two groups of fifteen students each which will allow a group small enough to be supervised adequately by the teacher.

3. A field trip to a local business or industry employing persons possessing the skills to which the pupils have been exposed, will be planned each week.

Summer school will begin June 14, 1971 and end July 23, 1971.

A bus schedule will be made to pick up students and take them to Arsenal Technical High School and back again.

KW/ah

Please check six (6) vocational areas:

1. Building trades______
2. Electrical trades______
3. Metal trades______
4. Auto trades______
5. Graphic Arts (Printing)______
6. Drafting______
7. Business Education______
8. Home Economics

I give my permission for ______________________________ to take the above
(name of child)
six vocational areas during summer school.

____
Date

____
Signature of Parent or Guardian

____
Home Address

APPENDIX M

	1	2	3	4	5	6	
MOSEMAN	15 June	Naval Avionics	25 June	Summit Lab.	8 July	Eli Lilly	Group I 8:00-10:30
POTENZA	16 June	Colonial Baking Co.	28 June	Naval Avionics	9 July	Indiana Bell	
CROWE	17 June	Coca-Cola	29 June	Summit Lab.	12 July	Indiana National Bank	
WHITE	18 June	Colonial Baking Co.	30 June	Citizens Gas	13 July	Indiana Bell	
EASTER		21 June	Pepsi-Cola	1 July	Naval Avionics	14 July	
SMITH		22 June	Eli Lilly	2 July	Indiana Bell	15 July	
GRISSOM		23 June	Indiana National Bank	6 July	Naval Avionics	16 July	
KOCHER		24 June	Hatfield Ford	7 July	Colonial Baking Co.	19 July	
MOSEMAN		21 June	Coca-Cola	1 July	Indiana Bell	14 July	Group II 10:30-1:00
POTENZA		22 June	Post Office	2 July	Chevrolet	15 July	
CROWE		23 June	Citizens Gas	6 July	Naval Avionics	16 July	
WHITE		24 June	Naval Avionics	7 July	Chevrolet	19 July	
EASTER	15 June	Eli Lilly	25 June	Chevrolet	8 July	Indiana Bell	
SMITH	16 June	Continental Baking Co.	28 June	Methodist Hospital	9 July	School of Practical Nursing	
GRISSOM	17 June	Pepsi-Cola	29 June	Typographical Services	12 July	Colonial Baking Co.	
KOCHER	18 June	Pepsi-Cola	30 June	Johnson Chevrolet	13 July	Chevrolet	

June 28-29 - All counselors visited Mallory Technical Institute

48 Field Trips

APPENDIX N

DIRECTIONS: Check the line after each question that applies.

	TRUE	FALSE
1. You should take a friend with you when you go for a job interview.	____	____
2. A machinist should always wear a necktie to enhance his personal appearance.	____	____
3. A seventeen year old boy who does not attend school does not need a work permit.	____	____
4. You may obtain a work permit at the Central School Office.	____	____
5. Social security is important to a person only if he reaches 65 years old and retires.	____	____
6. An Indiana state law requires that safety glasses or goggles be worn by all students in any class where grinding materials are being used.	____	____
7. A boy may learn to be a brick layer in the Indianapolis school system.	____	____
8. Most apprentice programs are four years long.	____	____
9. Clear goggles provide adequate eye protection while welding.	____	____
10. Gloves may be worn while operating moving machinery.	____	____
11. A boy may operate a machine in a factory when he is 17 years old.	____	____
12. A person may have a social security card anytime after he is born.	____	____
13. A power tool may be safely operated by two people working together.	____	____
14. A chisel should not be used to open a paint can.	____	____
15. Pliers are made to remove or install machine bolts.	____	____
16. All persons need a high school education before they can get a job.	____	____

	TRUE	FALSE
17. Certain students in high school may work part time and receive pay and school credit for the work.	_____	_____
18. One of the fastest growing areas of employment is data processing.	_____	_____
19. Your record in school is not important after you finish school.	_____	_____
20. Abilities and interests mean the same thing.	_____	_____
21. Five years after a student graduates from high school, his school records are destroyed to make room for new records.	_____	_____
22. If your boss tells you your salary will be $80 a week you can expect to take home $80 per week.	_____	_____
23. Fringe benefits refer to vacation with pay, insurance paid by company, bonus, etc.	_____	_____
24. Social security tax is deducted from your pay check to help finance the payroll department.	_____	_____
25. An unskilled worker usually makes less money than a skilled worker.	_____	_____
26. The pressure in a pressure cooker must be down before removing the lid.	_____	_____
27. Vocational education prepares a student for a specific job after graduation from high school.	_____	_____
28. The cost of labor involved in repairing a minor problem in a piece of machinery may be high in relation to the cost of the parts needed.	_____	_____
29. Cars are usually painted with a paint brush.	_____	_____
30. Filling out a job application properly is important in getting a job.	_____	_____
31. A pattern is usually used in making a dress.	_____	_____
32. Most good chefs use a recipe.	_____	_____

	TRUE	FALSE
33. You should know what product a company makes before seeking a job with that company	____	____
34. A patternmaker makes the pattern which is used in a foundry to make an object.	____	____
35. Small objects should be held in a drill vise while drilling a hole.	____	____
36. Gross pay is the same as take home pay.	____	____
37. Architects design buildings.	____	____
38. All companies have the same fringe benefits	____	____
39. A cartographer makes carts.	____	____
40. Red, blue, yellow, and black are the colors used in the 4-color printing process.	____	____
41. Red, blue and green are used to produce color in a TV set.	____	____
42. A boy or girl can learn to be an electrician in the Indianapolis school system.	____	____
43. There are over 23,000 different occupations to choose over.	____	____
44. An understanding of basic math is needed in most occupations.	____	____
45. Being on time everyday to school is important to future success.	____	____
46. Artificial respiration may be needed if a person receives a bad electrical shock.	____	____
47. Hairnets may be required to be worn by persons with long hair while operating rotating machinery..	____	____
48. An apprentice receives pay while training for a job.	____	____
49. Hands should not be used to brush away chips from any machine.	____	____

	TRUE	FALSE
50. All labor laws pertaining to working teen-agers are the same in all states.	______	______
51. You should never have more than one social security number.	______	______
52. Collective bargaining means that a union has sent some of its men to talk with an employee.	______	______
53. Hot steel looks like cold steel.	______	______
54. Girls can enter most trades.	______	______
55. A vocational certificate may be earned with a diploma.	______	______
56. A passing grade on a state test must be made before a person can be licensed as a barber, beauty operator, or TV serviceman.	______	______
57. Accuracy is more important than speed in typing.	______	______
58. A secretary should be a good speller.	______	______
59. Professional and technical occupations are not expected to grow rapidly during the next few years.	______	______
60. The work of carpenters cannot be divided into two general classes - rough and finish	______	______
61. Business skills are not in demand and they are not likely to continue.	______	______
62. A successful business career requires sound knowledge of fundamentals and principles.	______	______
63. Many high school graduates find beginning employment in clerical work.	______	______
64. A refrigeration-air conditioning mechanic must like to work on complicated mechanical equipment with tools and test equipment.	______	______
65. Almost all job applications are a history of the applicant - his education, work experience, and his personality traits.	______	______

		TRUE	FALSE
66.	The drop-out is the first to be hired and the last to be fired.	______	______
67.	Carpentry is a building trade.	______	______
68.	The five areas of metal trades are foundry, machine shop, sheet metal, patternmaking, welding.	______	______
69.	Employers do not hire on a basis of attitude, appearance and personal traits but only on school records.	______	______
70.	There is little opportunity for a girl to become an accountant	______	______
71.	For the next 20 to 30 years, there will be a shortage of administrators.	______	______
73.	There are male secretaries.	______	______
74.	It is important for men to know how to type.	______	______
75.	Employers are not interested in your school records.	______	______
76.	All persons should go to college if they expect to get a good job.	______	______
77.	Most new employees are hired in an entry level job.	______	______
78.	The stenographer is engaged only in stenographic duties.	______	______
79.	The engineer is much more important than the clean-up man.	______	______
80.	Stenographers play an important role in almost all businesses.	______	______
81.	Men should know how to cook.		
82.	Printing is not an important occupation in today's society.	______	______

TRUE FALSE

83. You can expect to put in forty to fifty years of your life on a job. ______ ______

84. Proper selection of high school courses is not important. ______ ______

85. Home economics is only for girls who are going to be housewives. ______ ______

86. More women are employed outside the home than ever before. ______ ______

87. There are more workers in manufacturing than in any other field of work. ______ ______

88. Personal references are a part of an application form. ______ ______

89. There are more farmers today than there were 40 years ago. ______ ______

90. Your past work record is not important when applying for another job. ______ ______

91. White collar jobs always pay more than blue collar jobs. ______ ______

92. One out of every three employees is a woman. ______ ______

93. Reading the Help-Wanted Ads in a newspaper is a good way to find a job. ______ ______

94. When a girl marries, she won't have to work. ______ ______

95. People who work with their hands make up more than half the U.S. labor force. ______ ______

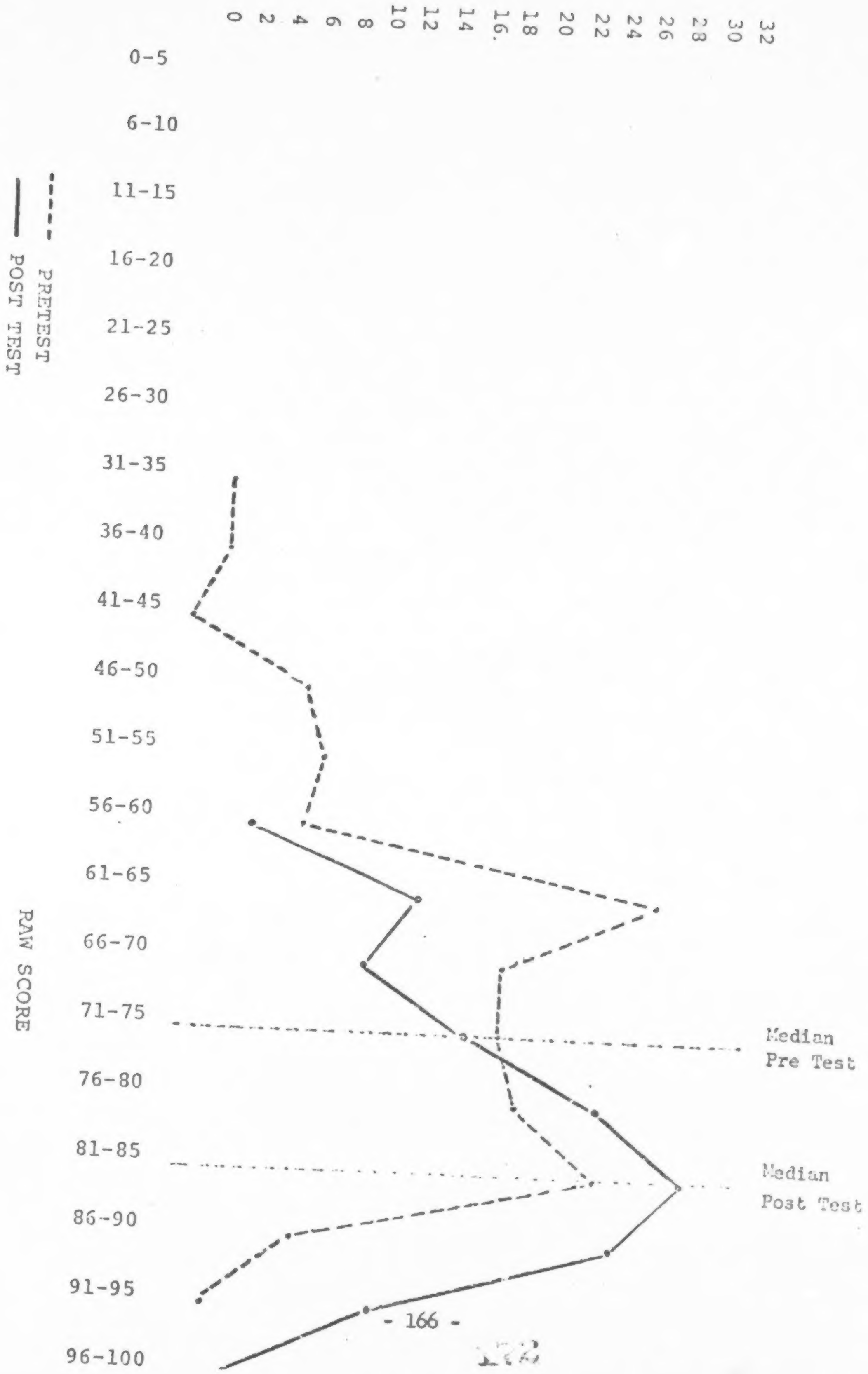
96. The armed forces offers many good life-time careers. ______ ______

97. A person should not consider his own abilities and interests when preparing for a job. ______ ______

98. When you have a problem, you should not tell anyone about it. ______ ______

		TRUE	FALSE
99.	A girl may learn to be a beautician while she is a high school student in Indianapolis.	____	____
100.	Your success in life depends mostly upon how hard you want to work to achieve success.	____	____

APPENDIX O



ERS9/71

APPENDIX P

SUMMER SCHOOL VOCATIONAL EXPLORATORY PROGRAM
TEACHERS AND COUNSELORS

	Yes	No
1. Do you think the summer program was profitable?		
2. Was guidance time adequate?_____ too short_____? too long?_____		
3. Was shop period adequate?_____ too short?____ too long?_____		
4. Did teachers have sufficient materials?		
5. Did shop teachers hold interest of majority of students?		
6. Did guidance teacher capture interest of students?		

What suggestions would you have for improving the program? What changes do you feel necessary for next year? (Use reverse side if more space needed)

APPENDIX Q

7th Grade Vocational Exploratory Program

1. What did you think of the program?

2. What did your child think of the program?

3. Which class or classes do you think were the most meaningful?

4. Which class or classes were not so meaningful?

5. What do you think could or should be changed next year to better the program?

Other Comments

I hope to hear from you soon. Please return this questionnaire to Mr. Raymond Winegard, SCIPS Building, Room 206, 901 N. Carrollton Avenue, Indianapolis, Indiana 46204. Thank you for your help.